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ABSTRACT

The annual report describes and discusses humanities programs which support the parallel development of research, scholarships and institutions with a broader public education program. Programs described in this report represent the Endowment's efforts to bring the disciplines of the humanities to bear on problems of national concern. Following an introduction to the seventh annual report, Fritz Machlup explains a conceptual framework for his study concerning "Learning More About Knowledge" and reports findings on the recent growth in the dissemination of humanistic knowledge. The divisions of public, education, research, and fellowship programs, each arranged in a separate section, are briefly described along with an explanation of the function of the Office of Planning and Analysis--an office responsible for funding experiments to find better ways to carry out the Endowment's public mandate. Appendices include a brief history of the Endowment; information for applicants; financial report; summary of grants and awards; a list of private donors to the endowment; a list of the members of the National Council on the Humanities; National Endowment panelists and staff listing; and a list of awards by state. A related document is ED 062 358. (SJM)

# National Endowment for the Humanities

# Seventh Annual Report

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# National Endowment for the Humanities

# Seventh Annual Report

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The White House
March 15, 1973

To the Congress of the United States:

I am pleased to transmit the Seventh Annual Report of the National Endowment for the Humanities, for fiscal year 1972.

It is essential that the disciplines of the humanities—languages, history, philosophy, literature and ethics among others—be brought to bear on problems of contemporary concern, both national and international. The Federal Government recognizes this need—and has been responsive to it.

I particularly commend to your attention the program of "Youthgrants in the Humanities," begun in fiscal year 1972, which provides needed support for young people doing scholarly work in the humanities. Another impressive effort is the Endowment's State-Based Program, which, in less than two years, has established committees in 41 states to encourage public education. The "Jefferson Lecture in the Humanities," aimed at bridging the gap between humanistic learning and public affairs, is also successfully underway.

The public's response to the work of the National Endowment for the Humanities may be measured in part by the fact that public contributions to the Endowment have exceeded federally appropriated funds for the third year in a row. This is clear evidence of broad public support for the objectives of the National Endowment and, I believe, gives added justification to the steadily increasing funding which I have requested and which the Congress has provided for its very worthwhile endeavors.

Richard Nixon

Signature
The White House

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National Endowment for the Humanities
Washington, D.C. 20506

The Chairman

January 9, 1973

Dear Mr. President:

I have the honor to transmit herewith the Annual Report of the National Endowment for the Humanities for fiscal year 1972 for presentation to the Congress as specified by the provisions of the National Foundation on the Arts and the Humanities Act of 1965, as amended.

The programs described in this report represent the Endowment's efforts to bring the disciplines of the Humanities to bear on problems of national concern by making grants which are timely, relevant, and intellectually responsible.

Respectfully,

Ronald Berman

Ronald Berman
Chairman

The President
The White House
Washington, D.C. 20500

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That New Brand
'Trip to Niagara'

That New Brand
'Trip to Niagara'
Wentworth

That New Brand
'Trip to Niagara'
Leather - Stocking

## Introduction to Seventh Annual Report

By Ronald S. Berman, Chairman

What is striking in the history of the National Endowment for the Humanities is the union of those things which from the outset have made it possible: support from learned societies, from Congress, from the administration, and from the public. Under the administration of President Nixon there has been a most remarkable rate of growth for cultural support: in each of the last 4 years the Endowment's resources and activities have doubled. Equally to be credited is the bipartisan support of the U.S. Congress whose appropriations have generously matched the budget requests of the President. Finally, the fact of Federal support of the humanities has elicited private participation. Since 1968 the National Endowment for the Humanities has been fortunate in attracting from individuals and institutions the sum of $9.5 million. For the past 3 years these gifts have more than matched Federal funds appropriated for that purpose. In brief then, this partnership of Federal and private support has resulted in greatly increased and necessary appropriations for the humanities in America.

The mandate for Federal support of the humanities is Public Law 89–209. Under that act the humanities are identified as the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism, theory, and practice of the arts; and finally, those aspects of the social sciences which have humanistic content and employ humanistic methods. Our legislation indicates that the humanities are not strictly confined to these disciplines; they hold the central place, but without precluding the Endowment's support of those ideas and works that have contributed to the greatness of our culture. Some of those ideas, like intellectual freedom, are clearly the basis of our humanistic tradition but the point should be made that the Endowment does not view itself as being confined only to Western culture or indeed only to those ideas and issues which have proceeded from our past history. The importance of oriental culture, for example, is obvious in its contributions to both art and philosophy. The same might be said of other non-Western cultures. If, however, the humanities are open to so many ideas, works or disciplines, they must as a corollary construe carefully what it is that they may properly achieve. There are many social issues, for example, in which the Endowment does not believe itself obliged to participate. The most liberal definition of the humanities' interest must necessarily exclude the determination of public policy or the various forms of social advocacy.

Unlike many other foundations, the National Endowment for the Humanities is supported by public funds and encouraged by the Government of the United States. Because of this, it recognizes an obligation to be representative. It cannot limit itself to the support of scholarship alone because that would contradict the premises of its inception. Broadly speaking the Endowment believes itself to have a dual role in American culture. While it undertakes the responsibility to support scholarship and those institutions—the libraries, museums and universities—which enable scholarship to function, it also recognizes an obligation toward broader public education. The Endowment then undertakes to support research by scholars through grants and fellowships but it also assists programs precisely aimed at the utilization of knowledge by the general public. In the years to come the public sector of the Endowment will continue to support such things as film and television presentation of novels, drama, history, and other narrative forms. In this way we hope to bring the works of authors as various as Shakespeare and Dickens, or Solzhenitsyn and Faulkner, to the American public. We hope to continue our support of those great libraries which allow both for private research and for the public utilization of their resources. The Endowment believes that it has performed a signal device in this respect in its grants to the New York Public Library, the Folger Shakespeare Library, the Newberry Library, and to research centers at various universities. The purpose of these grants is to combine our social need for the creation and preservation of knowledge with its dissemination. Our conviction that we need to know more about the preservation and dissemination of knowledge has led us to support the distinguished economist Fritz Machlup in research that will update his 1962 book *The Production and Distribution of Knowledge in the United States*. Further, we commissioned Dr. Machlup's article "Learning More

about Knowledge" especially for this report.

In every division of the Endowment the parallel development of support to individual scholars and to public programs ought consistently to go hand in hand. The Education Division foresees grants to 2-year, 4-year, and multiple unit colleges and universities; the Public Programs Division is committed, amongst other activities, to acquisition of televised and cinematic forms of the humanities; the Research Division, in addition to its normal business of supporting academic scholarship, hopes to assist institutions that have a substantial public patronage; the Fellowships Division, in addition to its exemplary program of Senior Fellowships, has a large network of awards to young humanists and teachers at junior colleges and community colleges.

Since the Endowment is open to projects identified by the prospective grantee, there are good grounds for asserting its intellectual toleration. The Endowment strongly believes that it should not be entirely programmatic but on the contrary open to the special insights of those who would be associated with it. But although there are virtually no limits to the kind of humanistic project open for Endowment support, there are inevitably the tests of quality. This would be true in any case as an earnest of trust in awarding public funds; it is doubly enforced by the fact those funds are limited, forcing the Endowment to hold to the highest standards. The Endowment is anxious in fact to serve intellectual interests which are timely, relevant and intellectually responsible, and believes that as a general rule all three criteria must occur together.

As an instance of its commitment to support of the humanities, both old and new, the Endowment has responded with certain new programs, or adaptations of existing ones. Its Youthgrants in the Humanities attempt to answer the important concern of young people for assistance in projects not permitted by their own resources. Its education, research, and fellowship programs increasingly seize upon opportunities to strengthen the "humanistic component" in the teaching programs of medical, engineering, and law schools which are newly concerned with the unsettling consequences of scientific and technological change. Our public programs seek to bring humanistic perspectives to bear on issues of the environment, urban change or war and peace, so that ethical, aesthetic, and other values may find expression in public service through rational discourse. Commitments to local archaeological projects and to oral history are proofs of the Endowment's responsiveness to what is current and meaningful, although here as in other programs the notion of what is either current or relevant is not in itself the grounds for support. Any humanistic project must be well conceived; it must be identifiably connected with the mandate of this institution and it must, in order to compete with other proposals, be of superior quality.

The National Endowment for the Humanities has become one of the largest clearinghouses for intellectual affairs in the world. Its staff is composed of people with professional backgrounds; in addition, it relies annually upon hundreds of panelists and consultants. It is assisted by an advisory National Council on the Humanities made up of distinguished educators and professional leaders which reviews and makes recommendations on the work of all these experts. It is therefore a universal institution blending its public and private programs with what we hope is care and good conscience. I would like to take this opportunity to thank the literally thousands of experts whose assistance we have drawn upon in our annual operations, and to encourage individual humanists and the cultural institutions of this Nation in their creative tasks.

One thing we are finding is that, by its very existence, the Endowment has—so to speak—uncovered a growing constituency all across the Nation, on campuses and off, through the mass media and small-town meetings. Every year, the number of applications has gone up; in the fiscal year just ended, we received some 4,500, an increase of 34 percent from the previous year. The number of grants we could make—to the successful competitors—was 1,100. In value, these grants totaled approximately $24.5 million in outright funding plus $7 million in gifts and matching funds. The increase in number of grants was 68 percent over the last year's figures. But of the 3,400 applications we turned down, a substantial number deserved support that lack of funds made impossible.

We expect this pressure of applications to continue, and at a high level of quality. It is a tremend-

ously encouraging sign, and we believe it will be so regarded by the President and Congress in extending our mandate.

This year the Endowment's authorizing legislation must be renewed, and new budget ceilings will be set. By now, clearly, the wisdom of Congress and the Administration in establishing the Endowment has been borne out. The evidence is in the response of the American people. So I am confident that the Endowment—that the humanities in this country—will receive significantly greater support when the President and Congress act. What is at stake, what we have begun, is a revival of rational public dialogue in America based on informed opinions. What we must increasingly provide to the American people is fresh access to that sense of values which is at the heart of humanistic knowledge, and on which a working democracy depends.

Thomas Jefferson hoped that "our wisdom will grow with our power." "It is safer," he said, "to have a whole people respectably enlightened than a few in a high state of science and the many in the ignorance." The more we can approach this typically Jeffersonian ideal—and the Endowment is working at it—the more we shall renew and invigorate the best in our traditions, which are themselves the legacy and trust of a civilization of humanistic achievement.

Wallace B. Edgerton, Deputy Chairman of the Endowment from July, 1966 through January, 1973, and Acting Chairman from July, 1970 through December 1971, left the Endowment just as this report was in preparation to become President of the Institute of International Education in New York. Wally leaves the National Council on the Humanities, the Endowment's staff and myself, with a real sense of loss that we no longer have the benefits of his wisdom, his creativity and his unfailing courtesy. Wally Edgerton's impression on the Humanities Endowment and on those who worked with him in Washington and around the country is an enduring one; we wish him and Mrs. Edgerton the very best at their new and important post in New York.

## Learning More About Knowledge

By Fritz Machlup

Some humanists have developed a hypersensitivity to words imported from nonhumanistic fields. They particularly dislike the use of words with mechanistic or materialistic flavor in conjunction with concepts they consider their own. Thus they may find it gross and offensive if economists undertake to measure the "productivity" of education or estimate "pecuniary benefits" from intellectual knowledge. The expression "knowledge industry" antagonizes many, as Clark Kerr had to find out after he used it in his Godkin Lectures on *The Uses of the University*. Critics, especially those who had not read his book, read into this phrase a defense of "mass production" of knowledge by huge and dehumanized "multiversities," "industrial" enterprises serving largely materialistic purposes and pecuniary returns. Among the leaders of the student rebellion in Berkeley were some who thought that the impersonal relations between teachers and students were connected with Kerr's view of the university as a "knowledge industry."

At least one of Kerr's critics, a well-known philosopher, was fully aware of the fact that Kerr had borrowed and quoted the offensive phrase from my book on *The Production and Distribution of Knowledge in the United States* (Princeton, 1962). He should have known, therefore, that the expression had none of the suspected connotations and that neither Kerr nor I had any reason to be embarrassed. I had used the term "industry" for purposes of economic analysis and statistical estimation. I wanted to contrast the "industry approach" with the "occupations approach" to the quantitative assessment of knowledge-producing activities.

I am now back at work along the same lines, studying the continuing growth of knowledge production, knowledge industries and knowledge occupations. Before I report a few early findings on recent growth in the dissemination of humanistic knowledge I owe the reader an explanation of the conceptual framework of my study.

### *Knowledge Industries and Occupations*

Knowledge production, knowledge industries and knowledge occupations are convenient concepts to analyze a country's total activities intended to create, transmit, and receive knowledge. The purpose of

these activities may be to sharpen and enrich people's minds; to inform, enlighten, advise, and entertain; to improve the understanding of nature and society; to increase the efficiency of work and of production processes; or to serve any other aims.

There are two approaches to the economic analysis and statistical measurement of these activities: (1) the industry approach, with focuses on the *output* of groups of people, and (2) the occupations approach, which focuses on the labor *input* of individuals.

The *groups in the knowledge industries* may be organizations (agencies, institutes, business firms) or parts of organizations (departments or teams within firms) whose major output is knowledge or some instrument for the reception, processing, or transmission of knowledge. The *individuals in knowledge occupations* are members of the labor force whose input consists chiefly in receiving, processing, creating, or transmitting knowledge.

The terms knowledge and knowledge production are used here in the widest senses of the words, limited only by the requirement that the organizations in the various branches of the knowledge industry incur measurable or estimable costs for the creation, reception, and dissemination of knowledge and that the workers in the various knowledge-producing occupations receive or could receive measurable or estimable incomes for their labor. This limitation is required by the economic point of view, because economics deals with the use of scarce and therefore valuable inputs for the production of valuable outputs. Hence, an economic investigation of knowledge industries and knowledge occupations must be confined to those kinds of knowledge which somebody regards as worth spending money for or incurring costs that can be expressed in money. No moral judgment is involved here, only a methodological decision.

### *Information or Knowledge?*

A question of terminology should be answered before we continue with the discussion: Would it be better to use the word information instead of knowledge? Many people are so inclined, because there is so much talk about information systems and information theory.

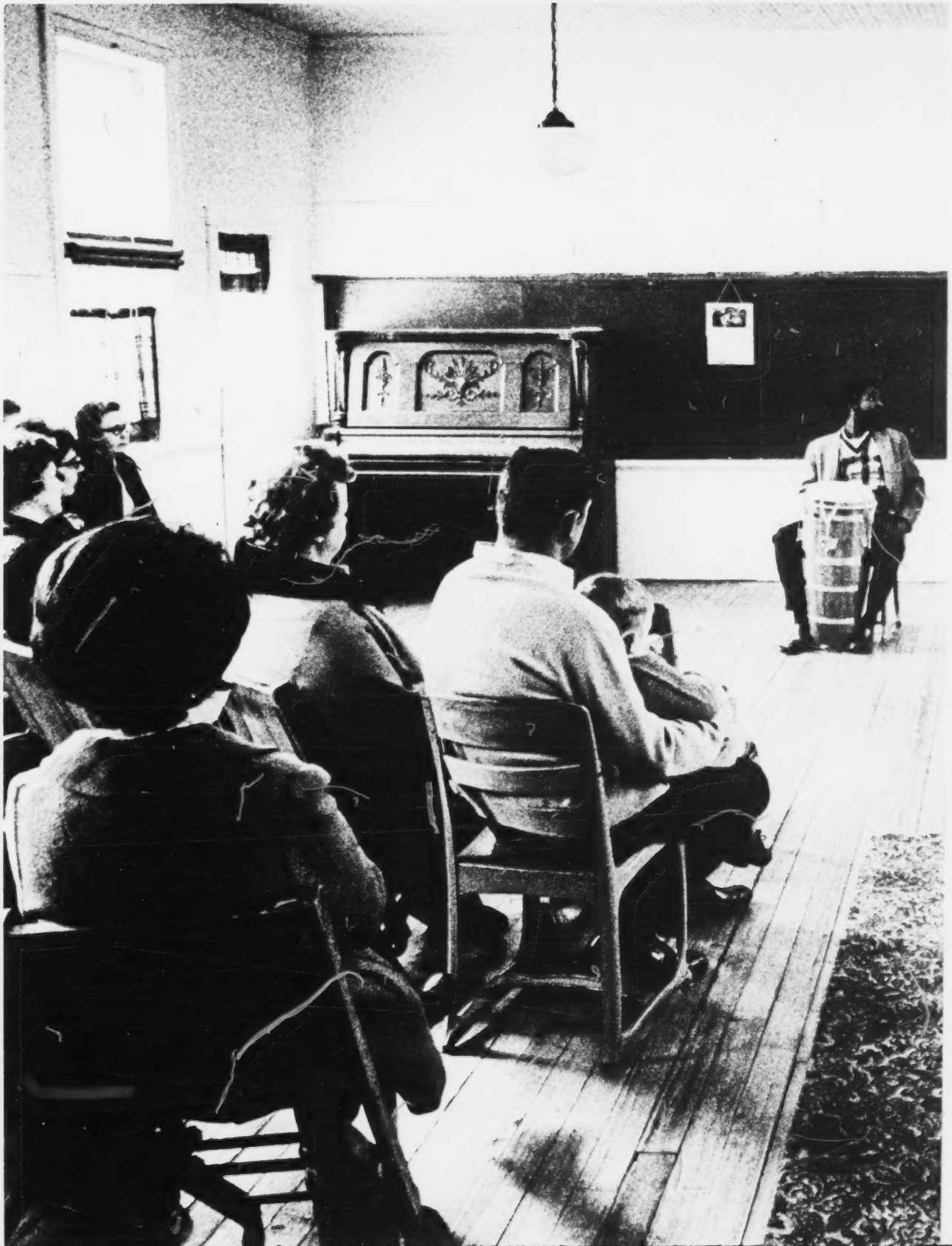
Both nouns have their roots in verbs: to inform and to know. The first means an action or process, the second means a state. This difference could also be applied to the nouns but, in the usual vagueness of language, the nouns mean also the subject or contents of information and of knowledge. Thus, useful information means not only that the *act* of informing but also the *contents* of the message is useful. Likewise, useful knowledge refers to *what* is known, not only to the *state* of knowing. As far as the subjects or contents of informing and knowing are concerned, we are accustomed to apply the word information more to disconnected or particular facts or events, and the word knowledge to interconnected or general knowledge.

In any case, information is always a kind of knowledge, whereas not all knowledge can be called information. Since it is the wider concept, I have chosen to speak of knowledge, and use the word information only in those contexts where the process of informing is essential, as for example with regard to information services.

### *More Known and More Knowers*

The distinction between knowledge as that which is known and knowledge as the state of knowing is fundamental; but production of knowledge is concerned both with the increase in *what* is known by any man or men and with the increase in the *number* of people who know. There is no way of measuring knowledge. One cannot even say whether *more* knowledge is produced when a few people learn to know more *things* previously unknown to anybody or when more *people* learn to know what has already been known to others. The total contents of the brains of the entire population cannot be counted, weighed, or estimated. Precisely, for this reason, as an economic and statistical analyst, I had to find things that could be measured, and I chose (1) the annual total cost incurred in knowledge industries and (2) the number of persons engaged in knowledge occupations and the total annual incomes they earned.

For my purposes, the definition of knowledge production has to be wide enough to comprise both the creation of socially new knowledge and the dissemination of existing knowledge to more people. Thus I define knowledge production as any human



The National Humanities Series brings teams of humanists and performers to small communities such as this around the country. The emphasis of these programs is community group discussion around a given theme, led by humanists (see page 25).

or human-induced activity effectively designed to create, alter, or confirm in a human mind—one's own or anyone else's—a meaningful apperception, awareness, cognizance, or consciousness of whatever it may be.

### *Types of Knowledge*

Philosophers and other scholars have proposed various classifications, distinguishing sometimes two, sometimes three classes of knowledge. For example, they have contrasted scientific and historical knowledge; scientific and artistic; general and particular; abstract and concrete; analytical and empirical knowledge; or instrumental, intellectual, and spiritual knowledge. Most of these categories, however, are confined to types of knowledge with which scholars deal, and they provide no place for the mundane kind of knowledge relevant to the common man, knowledge that may be of enduring or of merely transitory interest to him but is too trivial to have occurred to a philosopher. Yet, a considerable portion of the total cost of knowledge production may be for information of this rather crude or simple type.

An all-inclusive classification distinguishes at least five types: (1) practical knowledge (professional, business, workman's, political, household, and other practical knowledge); (2) intellectual knowledge (satisfying intellectual curiosity, humanistic and scientific learning, knowledge acquired in active concentration with an appreciation of cultural values); (3) pastime knowledge (small talk, satisfying the desire for light entertainment and emotional stimulation, including local gossip, stories, jokes, games, knowledge acquired in passive relaxation from serious pursuits); (4) spiritual knowledge (religious instruction about God and the salvation of the soul); and (5) unwanted knowledge (knowledge outside the recipient's interests, perhaps accidentally acquired and aimlessly retained). Strictly speaking, the application of these categories in particular instances would require awareness of the knower's motivations and intentions; but by thinking of typical recipients of the various types of information one may use the categories to describe the composition of the output of some of the knowledge industries. I attempted to do this with respect to the information disseminated by the mass media of communication, such as newspapers, magazines, radio and television; and I attempted it also with respect to books published.

The concept of truth is not a part of my definition of knowledge. This becomes immediately clear when one remembers that knowledge is not always embodied in language but includes paintings, sculptures, and music; and in linguistic expression it includes literature (fiction and poetry) which does not pretend to convey literal truth. Even scientific knowledge is always subject to revision and amendment; it never pretends to be more than a tentative approximation to the truth. Only for practical knowledge does it really matter that it be true and accurate enough to enable those who use it as a basis for action to get what they want.

### *The Demand for Knowledge*

Only the smaller part of the production of knowledge is guided by the market mechanism. Much, perhaps most, of the knowledge produced is not purchased by the consumer at a price but is offered to him free of charge. The largest item in most countries is the expenditure for schools and universities, paid for largely by government, with smaller portions defrayed by philanthropists, parents, and the students themselves; the contents of the teaching is determined partly by a political process and partly by professional educators.

Another large item, though only in a few countries, is the cost of research and development; the projects are often selected by the government, which usually pays for a large percentage. Radio and television are paid for by governments in many countries, but by commercial sponsors in some countries, including the United States; the programs are chosen on the basis of either what the masses of the audience seem to like best or what is thought to be good for them. For large parts of the output of the knowledge industry there can be much controversy regarding what the people want and what they ought to want or would want if they were better prepared to make their choices.

### *Humanistic Knowledge*

In the classification which I employed for my study,

humanistic knowledge was bracketed with scientific knowledge in a category named "intellectual" knowledge. Not that I had concluded that the "two cultures" once separated by a regrettably wide chasm, had been merged successfully. I put them under the same heading chiefly because I wanted to avoid too lengthy a catalogue, especially since I did not see an easy way to obtain separate statistical estimates of expenditures for subclasses of intellectual knowledge.

Absence of a consensus regarding a definition of humanistic knowledge also made it inopportune to provide a separate box for it. In the view of many humanists, 10 or 20 years ago, the arts—"music, the fine arts, the decorative arts, the arts of the theatre," in the listing by Howard Mumford Jones—were not only admitted to the humanities but were paradigmatic of them. In the view of some, certain branches of philosophy—logic and analytic philosophy—were alien to the humanistic spirit. The sociologist George Caspar Homans held that "between the social sciences and many of the so-called humanities no intellectual line can be drawn: all are social sciences (or, if you like, all are humanities)." To those who emphasized the humanities' basic concern with human values, Homans replied with a rhetoric question: "In what sense is the study of Romance philology a study of human values rather than a study of the way men have behaved?" With regard to the place of history, the classicist Paul L. MacKendrick suggested that Gibbons' *Decline and Fall of the Roman Empire* was "a humanistic work, because it was written with a profound sense of individuation," but the *Cambridge Ancient History*, "because it was written by a team, is not: it is social science." The historian H. R. Trevor-Roper found the distinguishing criterion of "humane subjects" in the fact that they have "no direct scientific use; they owe their title to existence to the interest and comprehension of the laity; they exist primarily not for the training of professionals but for the education of laymen." Carl J. Friedrich, the political scientist, held that "the focus of the humanities is upon critical examination and evaluation of the *products* of man in cultural affairs * * *, whereas the focus of the social sciences is upon the *way* men live together, including their creative activities."

All these quotations are taken from a report of the American Council of Learned Societies on a symposium on "The Relationship between the Humanities and the Social Sciences" (*ACLS Newsletter*, March 1961.) One of the participants of the session contributed a "frivolous story," a statement attributed to Panofsky, the great art historian: "Those who think and get somewhere are mathematicians. Those who think and don't get anywhere are philosophers. Those who don't think and get somewhere are the natural scientists. Those who don't think and don't get anywhere are the humanists." Neither this statement nor any of the others would have enabled me to provide appropriately labeled boxes into which to sort various branches of intellectual knowledge, let alone to attempt statistical estimates of the costs incurred by society in the production and distribution of the particular kinds of knowledge.

In matters of science and scholarship, no vote, no ballotting process, can decide questions on which the scientists and scholars differ. But where nothing more than a classification for purposes of financial support is concerned, a vote of the legislators can settle an argument. Thus, the act that established the National Endowment for the Humanities, in listing the disciplines included (and creating separate foundations for the arts and the humanities), should enable me to make a rough distinction between scientific, artistic, and humanistic knowledge. An attempt to allocate the costs incurred in the creation and dissemination of knowledge of the different types will rule invalid a variety of unwanted data problems. Satisfaction of intellectual curiosity may be regarded as important enough to warrant an effort, but for such a purpose no exact numerical findings are needed; an idea of the order of magnitude should do. In the research on the continuing growth in the production of knowledge, the project in which I am now engaged, I shall have a special look at humanistic scholarship and learning.

### *Absolute and Relative Appropriations*

It would not be of much use if I presented statistical information about the dollar outlays, and only the dollar outlays, made for the creation and dissemination of humanistic knowledge. Few of us would be

able to judge whether the amounts spent are large or small, impressive or insignificant. To make such a judgment we need comparisons. We shall have to know what share the outlays for humanistic knowledge are of the outlays for all intellectual knowledge, what share these outlays are of the cost of knowledge production of any kind, and what share total knowledge production constitutes of the gross national product of the United States. We shall want to know, moreover, how all these relative shares have been changing over the years, that is, whether some of the appropriations which governments, businesses, and private consumers have been making for the production of various goods and services have been growing at different or at roughly similar rates.

To find out about this sort of thing was the aim of my study published in 1962. I had embarked on it with eager curiosity but without any idea of the answers I would get, apart from a general expectation that an increasing portion of total activity was being directed toward the production of knowledge. When I arrived at my first compilation of data I was immensely surprised, for it showed that the United States was devoting an incredibly large part of its productive resources to knowledge production. In 1958, the last year for which data were then obtainable, no less than 29 percent of the GNP had gone into knowledge production and almost 32 percent of all workers in the labor force were employed in knowledge occupations. This was a stunning discovery, not anticipated by any observers of the economic scene.

The rate at which knowledge production had been growing was found to be more than twice the growth rate of the production of other goods and services. The weighted average of the annual rates of increase of 36 branches of the knowledge industry for which data covering a period of 11 years ending in 1958 were available was 10.6 percent. This compared with a 4.1 percent rate at which the other sectors of the economy had been growing. Whether this pattern of economic growth has continued since 1958 is one of the questions to be answered by my present research.

The reader may be interested in the major breakdown of knowledge production in 1958: 44.1 percent was for education, 8.1 percent for research and development, 28.1 percent for media of communication, 6.5 percent for information machines, and 13.2 percent for information services. Classified by source of funds, 27.8 percent was paid by government, 30.9 percent by business, and 41.3 percent by consumers. No breakdown according to type of knowledge—practical, intellectual, pastime, etc.—was possible for the entire knowledge sector, but attempts of such disaggregation were made with regard to some of the media of communication. They were made, for example, for book publication, journals, and radio and television broadcasting.

### *The Share of the Humanities*

This is the kind of analysis that I shall try to expand in my present study. It should be possible to allocate, however roughly, the cost of broadcasting among the types of knowledge disseminated, with a special category for humanistic knowledge, though many of the judgments involved will have to be rather arbitrary. Judgments will be especially arbitrary if the arts are to be distinguished from the humanities. Frankly, I do not know yet how one could divide for a TV broadcast of a theatrical masterpiece on a historical subject—say, Henry VIII or Queen Elizabeth—the artistic and the humanistic components. I may, after all, have to decide to rejoin the arts with the humanities.

In the case of publication of books, the apportionment is easier, because statistical information by subject-matter classes is available. The total number of books published in the United States increased from 11,022 titles in 1950 to 29,579 in 1969. The number of titles published on humanistic subjects was 3,373 in 1950 and 9,843 in 1969. The percentage share of books in the humanities changed relatively little over these years. It was 30.6 percent in 1950, 33.7 percent in 1960, 30.5 percent in 1964, and 33.2 percent in 1969. The share of books in the arts in these 4 years was 5.8, 4.0, 4.1, and 5.4 percent.

No serious difficulties have to be anticipated in preparing a breakdown of the outlays for research. The low share of the humanities in total expenditures for R. & D. has long been notorious, even if the imbalance has been slightly rectified by the

establishment of the National Endowment for the Humanities.

The largest cost on behalf of humanistic knowledge is incurred undoubtedly for its dissemination through the educational system. This is the part of my research on which I expect to be confronted with the most serious difficulties.

*The Humanities in College Education*

An attempt to analyze the shares of the humanities and other fields of knowledge in the total educational effort of the country requires a decision whether an allocation of cost would make as much sense for lower levels of schooling as it would for colleges and universities. Think of the offerings of a university department of English: with the exception of remedial courses and freshman composition courses, virtually all enrollment figures can be assigned to humanistic knowledge. For elementary education, however, and probably also for junior high school, English courses are designed mainly to develop basic language skills. They are no more "humanities" than arithmetic is "science." The acquisition of basic skills is more in the nature of receiving practical knowledge.

I shall soon have to resolve these questions, but I do not have to burden the reader of this short article with my hard decisions. As a matter of fact, the problem of getting the data may prove to be more serious than the problem of analyzing them. National data on courses and enrollments on all different levels and in all different subjects (or instructional departments) seem to be unavailable. I shall therefore have to rely on small samples and then grapple with the question of how representative they are. For a preliminary look at the task before me I have obtained figures on course enrollments in three different institutions: the colleges of arts and sciences of two universities—one a large urban university, the other an Ivy League university—and a suburban community college. My readers may be interested in the percentage distributions among areas of study.

Mindful of the different views regarding the most appropriate extensions of the humanities, social sciences, and natural sciences, I am listing disputed areas separately. Creative and performing arts are given a separate line, as are also history—so that some readers can add it to the humanities and others to the social sciences—and mathematics—which most educators would recognize as extraterritorial were it not for the administrative convenience of including it with one of the major divisions. The community college in my sample offers a large number of vocational courses; I excluded them from the total in one column in order to make it more comparable with the two universities, where vocational courses,

**Table 1.—Enrollment in Three Institutions, by Types of Subject, 1968 and 1972, in Percent of Total**

| | College of Arts and Sciences of | | | | Community College in a suburban area | |
|---|---|---|---|---|---|---|
| | A large urban university | | An Ivy League university | | | |
| | 1968 | 1972 | 1968 | 1972 | 1972 excluding vocational | 1972 including vocational |
| Arts, creative and performing | | | 3.2 | 5.1 | 1.5 | 1.1 |
| Humanities | 47.5 | 38.9 | 39.1 | 39.0 | 35.8 | 27.0 |
| History | 8.2 | 3.2 | 9.1 | 7.5 | 10.5 | 7.9 |
| Social sciences | 22.2 | 24.3 | 23.2 | 21.2 | 16.0 | 12.0 |
| Mathematics, including statistics and computer science | 8.5 | 12.3 | 8.0 | 7.5 | 17.1 | 12.9 |
| Natural sciences | 13.6 | 21.3 | 17.4 | 19.7 | 19.1 | 14.4 |
| Vocational courses | | | | | (1) | 24.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

[1] Excluded.



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such as engineering or business, are offered by separate schools.

Even without the arts and without history, the humanities have the highest enrollment in all three institutions. The figures are surprisingly similar, especially if history is included in the humanties: in 1972 the combined percentages are 42.1, 46.5, and 46.3 in the three institutions. For the two universities we find a decline in the shares of the humanities cum history from 55.7 and 48.2 to 42.1 and 46.5 percent in 1972; in the large urban university, mathematics and natural sciences were the chief gainers, while in the college of the Ivy League university a gain in creative arts offset the percentage decline in history.

We must not rashly assume that these changes can be generalized; we would have to obtain a much larger sample before we could legitimately point to any similarities, let alone trends, in the relative popularity of particular areas of study in post-secondary education for the country as a whole. Registrars and professors have observed short-lived fashions in student enrollment in different departments or in particular courses. To interpret changes that occurred over a few years as trends may prove to be a serious misreading of the data. The presence of some especially popular or unpopular teachers may lead to drastic fluctuations in the shares of particular departments in the total enrollment of an institution. I shall soon extend the size of my sample as well as the length of the time series; I may then be able to report on nationwide trends and on differences between types of institution.

*The Humanities in Graduate Schools*

The U.S. Office of Education publishes annually the national figures for enrollment for advanced degrees. In table 2, I reproduce the figures for 1960 and 1969, the beginning and end of a 10-year period during which total graduate enrollment increased by more than 140 percent.

The percentage distribution of total enrollment at the beginning and the end of the period looks remarkably stable. The shares of history, the social sciences (without history and without business), education, and the health professions are almost the same in 1969 as in 1960. Increased shares are recorded for the humanities (from 11.8 to 13.1 percent), Business (from 8.1 to 10.1 percent), and vocational fields other than business, education, health professions, and engineering (from 2.7 to 6.2 percent). These gains were at the expense of engineering, biological sciences, physical sciences, and mathematics (which suffered a combined decrease from 33.1 to 25.6 percent).

Friends of the humanities may be gratified by the

**Table 2.—Enrollment for Advanced Degrees by Field of Study, United States, 1960 and 1969**

| | 1960 | | 1969 | |
|---|---|---|---|---|
| | Numbers | Percent | Numbers | Percent |
| Humanities (excluding history) | 37, 185 | 11.8 | 99, 510 | 13.1 |
| History | 9, 170 | 2.9 | 22, 049 | 2.9 |
| Social Sciences (excluding history and business) | 29, 188 | 9.3 | 71, 743 | 9.5 |
| Business | 25, 342 | 8.1 | 76, 372 | 10.1 |
| Education | 94, 993 | 30.2 | 234, 042 | 30.9 |
| Health Professions | 5, 842 | 1.9 | 12, 564 | 1.7 |
| Other Vocational Fields (excluding engineering) | 8, 652 | 2.7 | 46, 905 | 6.2 |
| Engineering | 36, 636 | 11.7 | 65, 048 | 8.6 |
| Biological Sciences | 29, 864 | 9.5 | 65, 773 | 8.7 |
| Physical Sciences (excluding mathematics) | 25, 707 | 8.2 | 39, 885 | 5.3 |
| Mathematics | 11, 770 | 3.7 | 22, 974 | 3.0 |
| All fields | 314, 349 | 100.0 | 756, 865 | 100.0 |

Source: U.S. Office of Education.

good showing of their favored area of study in this comparison. It will be interesting to see the developments in subsequent years, especially the response to increased unemployment rates for holders of Ph. D. degrees in several fields.

*Attitudes of College Graduates*

A recent study for the Carnegie Commission on Higher Education, by J. L. Spaeth and A. M. Greeley, surveyed the attitudes of college graduates 10 years after graduation. They were asked to choose the courses they would be most likely to take if they were given the opportunity once again. The humanities were the overwhelming first choice of the respondents: 31 percent (more than twice the vote received by the second most popular area). The percentage of those making courses in the humanities their first choice was highest for graduates of the highest quality institutions—46 percent—and for the recipients of the highest grades in college—45 percent of those with an A average.

The alumni were asked to state the subjects in which they now, if they had another chance, would take more courses than they had actually taken. The humanities were clear winners. While most of the respondent alumni would have liked to have taken more courses in the career field in which they are now engaged, the vote for more courses in the humanities was only second to that for their specialties; indeed, in some career fields the percentage of respondents who gave first choice to "more courses in the humanities" exceeded the percentage of those whose first choice was courses in their career field.

I find these hypothetical preferences gratifying. But are they of pragmatic significance? Mature people, as a rule, regret some of the less mature choices they have made in the past. Most adults, looking back, would like to have read more, studied more, learned more, practiced more. Alas, bygones are forever bygones and, alas again, pronouncements of regret by parents are usually lost on their children. Not many young people study Latin because father expresses regrets about having missed it; few read poetry just because their parents wish they had read more of it; and hardly any youngster practices a musical instrument because of the parents' regrets of having not practiced more when they were young.

Retrospective preferences may, however, be reflected in resolutions about the future. The courses which Johnny failed to take when he was in college are still available to grown-up John. If he is serious he should be able to find in continuing education good substitutes to the education he passed up as a college student. To be sure, it is very hard for people with full-time jobs to find enough spare time and spare energy to engage in serious humanistic studies. But it can be done. Perhaps a survey of the growth of continuing education may prove that increasing numbers of "old grads" are actually taking the courses in the humanities which they regret having passed up as undergraduates.

*Operational*
Alaska
Colorado
Delaware
Florida
Georgia
Hawaii
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Minnesota
Mississippi
Missouri
Montana
Nevada
New Jersey
North Carolina
Ohio
Oklahoma
Oregon
Rhode Island
South Carolina
South Dakota
Washington
Wisconsin
Wyoming

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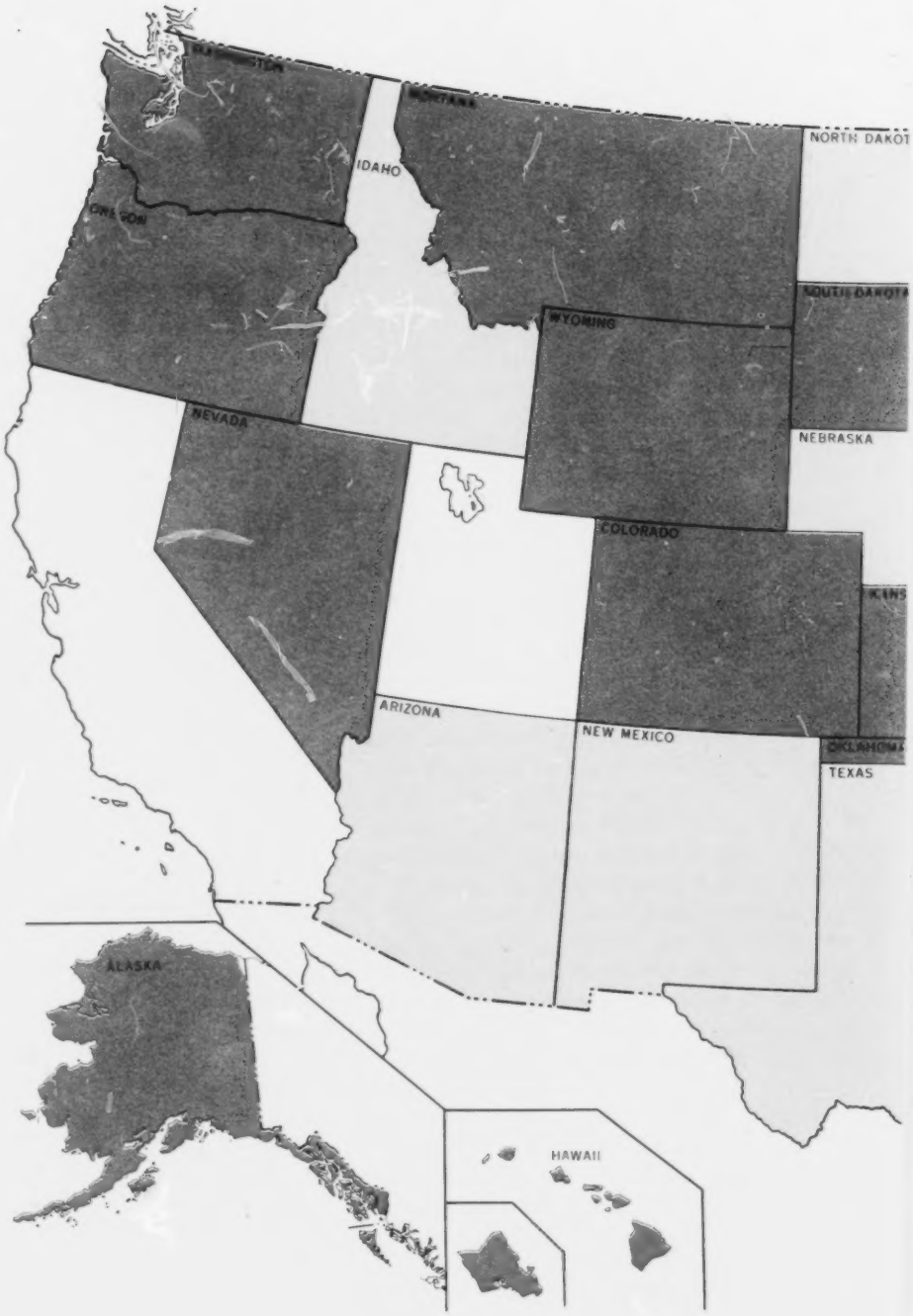
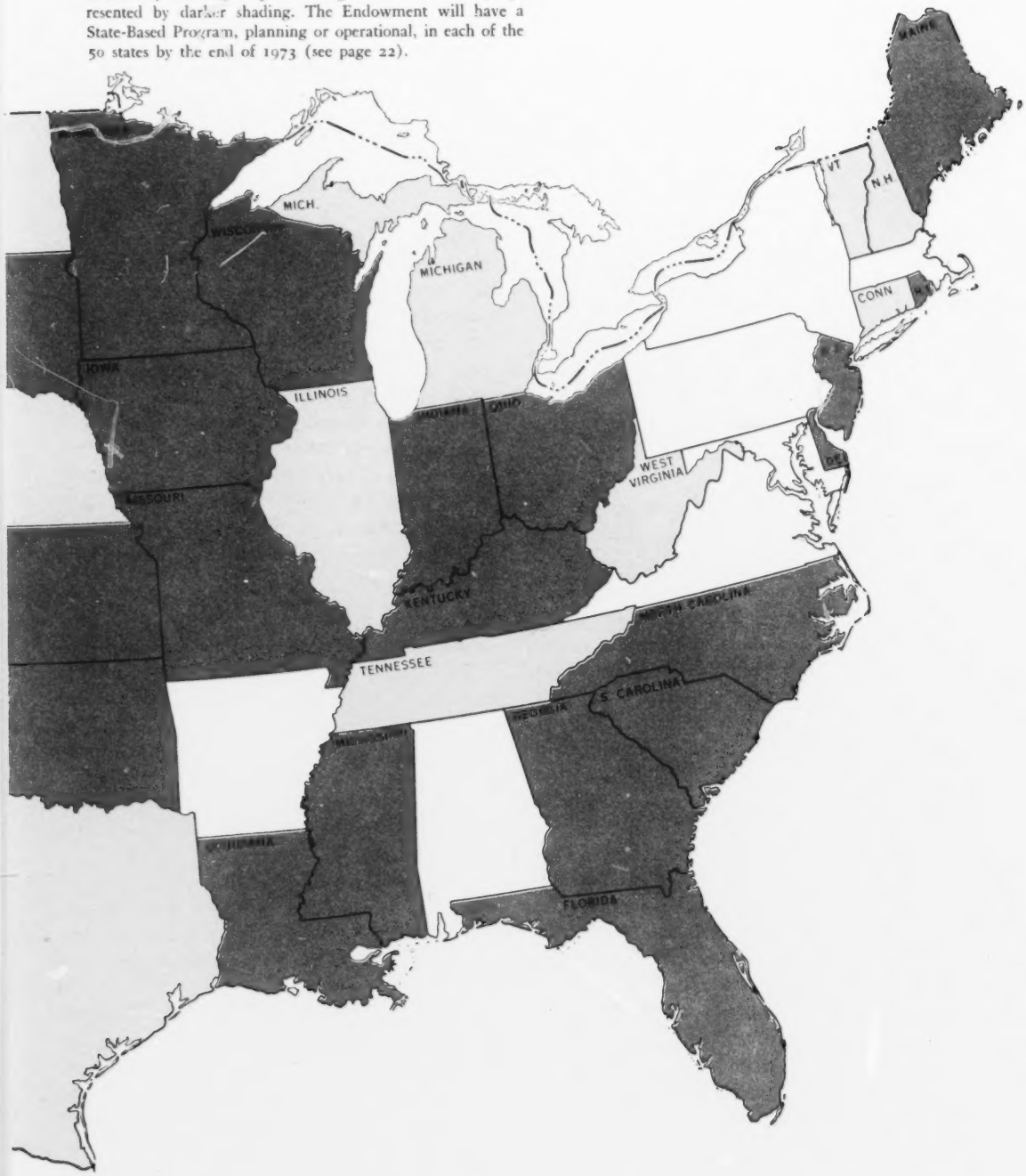
Texas
Vermont
West Virginia



The Endowment's State-Based program expanded rapidly during fiscal year 1972 from the 8 states listed in last year's annual report. The states with lighter shading are those which have, as of the publication of this report, received grants to set up committees to plan state themes to be implemented by the larger operational grants which follow, represented by darker shading. The Endowment will have a State-Based Program, planning or operational, in each of the 50 states by the end of 1973 (see page 22).



## Division of Public Programs: The Need To Reach a Nation

*State-Based Program*

They are leaders of many different kinds in many different parts of the country—a court justice in Ohio, a major shipbuilder in Mississippi, the president of an Alaskan labor federation, a tribal president of the Rosebud Sioux in South Dakota, a newspaper publisher in Nevada, the head of a large corporation in Hawaii, an educational administrator at Louisiana State University. But each one of them, in cooperation with other leaders in each State, is working for a common cause—the development of State-Based programs, supported by the Endowment, offering citizens throughout each State new opportunities to understand contemporary issues through programs in the humanities.

As fiscal 1972 drew to a close, such programs were either in operation or under planning in 29 of the nation's 50 states, and subsequently more have been added. Eventually, the hope is to establish a State-based program in every State and territory.

These programs proceed through the formation by the Endowment within each State of a committee for planning and implementing the program. Committee members come from colleges and universities, from museums and libraries and historical societies, and from any of a number of other kinds of institutions capable of providing *resources* for humanities programs. But as indicated, leadership also comes from people in other fields, people who represent the public of the State, such as women's clubs, civic groups, professional associations, and labor and business organizations. In all cases, scholars in the humanities serve on the committees providing ideas on the content of the programs to be offered in each State. Then the committee makes grants for these programs to a wide range of institutions and organizations within the State.

The result may be lectures, panels, film presentations, public forums, educational radio and television broadcast, museum and library exhibits, or combinations thereof, presented in different localities in each committee's State. And each program whatever its form, presents information from history, philosophy, other fields of the humanities that can shed light on a public issue of broad interest to the citizens of the particular State. The South Carolina Committee for the Humanities, for example, has adopted the program theme: "South Carolinians in Transition: Industrial, Urban and Cultural Challenge." The Nevada Humanities Committee is sponsoring programs on "The Role of Law in Modern Society." The Alaska Humanities Task Force, as the State group there calls itself, is using the theme: "The Humanities: Passage to Community."

Planning is undertaken with grants from the Endowment of approximately $10,000 to $25,000 in each State; and upon approval of its plan, each State group may receive a grant in the $100,000 to $150,000 range for subsequent granting for projects across the State. Each group is committed to raise matching funds as well within its State.

Each State's committee begins on an experimental basis, but the experiment worked sufficiently well in the first year in the initial States in the program—Maine, Missouri, Oregon, Wyoming, Georgia, Oklahoma, and Minnesota—that organizations for the humanities in those States have received grants for a second year's activity.

***Films and television***

Lorraine Hansberry, black, a woman, a writer, died in 1965, struck down by illness at the age of 35; in the words of her husband, Robert Nemiroff, she had known much "of human frailty and the comedy of errors and compendium of terrors that is the average human life." Yet, "throughout her life, including her final illness, Lorraine Hansberry consistently chose to make affirmative statements, to live her life as positively as possible."

That life was the subject of "To Be Young, Gifted and Black," produced by N.E.T. with the support of the National Endowment for the Humanities and the Andrew W. Mellon Foundation and presented by the Public Broadcasting Service in 1971–72. "To Be Young, Gifted and Black" is "autobiographical documentary," an unusual kind of program in which the story of Lorraine Hansberry's life is interspersed with scenes from her works, including her play "The Sign in Sidney Brustein's Window" and the award-winning drama "A Raisin in the Sun." The Washington Star-News judged "To Be Young, Gifted and Black" to be "beautifully affecting drama * * * a moving and appealing document." The New York Times review stated: "To

put it briefly, the 90-minute TV version is superb, in many ways better than the outstanding stage production."

The Endowment contributed as well to the distribution of several other historical biographies in the same TV series—the 90-minute programs on Abraham Lincoln, on Galileo, on Charles Dickens, on King Louis XIV, on the poet Lord Byron, the bacteriologist Alexander Fleming, the dancer Isadora Duncan, and the poet-painter Dante Gabriel Rossetti. The programs were carried by 219 educational television stations, serving a weekly audience of potentially 39 million viewers.

The television-viewing public in America exhibited great enthusiasm, it will be remembered, for another kind of humanities program—the *Civilisation* series written and narrated by Kenneth Clark, which also was shown in this country by public broadcasting stations. Since 1970, the National Gallery of Art has been distributing prints of that series for student use and public showings at small colleges, museums, and other cultural organizations that otherwise might not be able to afford copies. The distribution has been financed by the Humanities Endowment and the Xerox Corporation.

Now a new film series, written and narrated by Lord Clark, will be available for local showings throughout this country, again through cooperation between the Endowment and the National Gallery. The new series, consisting of six programs in color, each 45 minutes in length, is an historical and critical analysis of *Pioneers of Modern Painting*. The programs examine the works of such leading figures as Manet, Cezanne, Monet, Seurat, Rousseau, and Munch. The Endowment's financial help enabled more than 600 colleges to show the *Civilisation* series to students and to residents of their communities; the new series is expected to be used widely and enthusiastically as well.

Endowment financing is leading also to a "Humanities Film Forum" on public television. This will be a series of classic films on historical subjects or literary works. Each will be presented with discussion afterward, in which informed commentators will speak both of the significance of each film's subject and of the significance of the film maker's interpretation of that subject matter. Under the direction of KCET, Community Television of Southern California, this series will suggest how one of the most powerful media developed within our century has been used to interpret our cultural heritage.

*Museum Programs*

From its inception the Endowment has had the conviction that the study of history, archaeology, the arts—as well as comparative historical and philosophical studies—are not solely the concern of the scholar and curator, but also have broad implications for the American public. Museums are clearly of prime importance in providing such knowledge, especially to the adult "out-of-school" public, and also to students. Therefore, the Endowment has supported several programs that spring from its recognition of the pivotal role of museums of all kinds in conveying and interpreting humanistic knowledge to every sector of the society. This support is given for programs in interpretive exhibitions, community education programs and museum personnel training.

Interpretive exhibitions seek, as their primary objective, to provide a learning experience for the visiting general public through effective and imaginative use of museum collections. More specifically, the interpretive exhibition is one which may employ a variety of interpretive methods to explain the objects on display and show their relationship to one another or to a given theme. Such methods might include audio and visual technology and materials, including photography; printed educational materials; maps, demonstrations and illustrations. Preparation of an interpretive exhibition engages the human resources of museum education specialists and also suggests the inclusion of other academic and nonacademic resources from outside the museum. Through the coordinated efforts of these persons, an exhibition may be mounted which is as informative as it is interesting, as understandable to the curious as the studious visitor and a learning experience for both.

An outstanding example of such an exhibition is "Man In His Environment" soon to be mounted at the Field Museum of Natural History in Chicago. This exhibition will draw heavily upon the disciplines of the humanities, as well as on the expertise

of the full scientific, educational, and exhibition staff of the Field Museum. The core of the exhibition consists of a semipermanent exhibit at the Field Museum and a somewhat smaller traveling version of the same exhibit. Auxiliary parts of the program include additional educational traveling exhibits, films, publications, and lectures which will play an important role in enabling the layman to make intelligent decisions regarding his involvement in environmental problems.

As President Nixon stated in his Message to the First Annual Report of the Council on Environmental Quality in August, 1970: "Man is shaped to a great extent by his surroundings. Our physical nature, or mental health, our culture and institutions, our opportunities for challenge and fulfillment, our very survival—all of these are directly related to and affected by the environment in which we live * * *"

The second area of major support under the museum program is concerned with strengthening the museum's role as a community educator. The Endowment sees the museum as the sponsor and locus of learning events in the community. Through the presentation of seminars and other projects, the development of community galleries, and through special series or events designed specifically for the local community, museums of every kind fulfill their role and acquire new identification as community educators. Finally, the Endowment feels that the training of museum staff is essential to the development of effective interpretation of collections and related activities involving the adult public and places strong emphasis on this through its program of museum personnel development grants.

*Special Projects*

Originally conceived to provide support for a limited number of local projects initiated by community institutions with access to resources in the humanities, the special projects program has become the general experimental arm of the Division of Public Programs to test new methods of relating the disciplines of the humanities to the general adult public. Special Projects also supplements the activities of the State-based program, and permits the Endowment to respond to applications from institutions and organizations in States that do not have operating humanities committees. Characteristically, the special projects program supports projects that are geared to local circumstances, centrally involve academic humanists, focus on themes of contemporary significance and concern to the community, and are of high quality. Three types of project themes illustrate areas appropriate to humanistic inquiry and interpretation: "cultural transmission," or the examination of the central traditions of western or other cultures and the great works, questions and ideas which permeate present-day civilization; "self-examination," or an analysis of the prevailing determinent values of individual or family lives and habits; and "social examination," or the presentation of detached critical perspectives on current public policy issues.

An example of a special projects program is a

Ernst Gramatzki with the first model of the Neanderthal burial ground, Saltwater Marsh Habitat, 1972, part of an exhibition entitled "Man In His Environment" being built at the Field Museum of Natural History in Chicago with Endowment support. (Photo courtesy of the Field Museum)

recent grant to a consortium arrangement of a state university and four community colleges. The theme is the process of aging in society, and an interdisciplinary group of faculty drawn from each institution will examine the fundamental questions and issues relating to aging in our society. Such inquiry will deal with relative social approaches to the aged, the assumptions and implications of a "youth culture," psychological byproducts of aging and attitudes toward death, how the aged have been viewed in literature, how society can best utilize the talents and skills of senior citizens, and what alternate religious and philosophical conceptions bear on the question of death and mourning.

*Program Development Centers*

A major expansion of the "National Humanities Series," a program of live presentations for the general adult public, took place in fiscal 1972. Formerly headquartered at a single national center—The Woodrow Wilson National Fellowship Foundation in Princeton, New Jersey—the Series has been established in two additional Centers: The Midwest Center at the University of Wisconsin in Madison, and the Western Center at the University of California at Los Angeles. The Midwest Center served the States of Minnesota, Wisconsin, Michigan, Iowa, Illinois, and Indiana in 1972. The Western Center conducted the Series in the States of Alaska, Hawaii, Washington, Oregon, California, Montana, Idaho, Nevada, Utah, Arizona, and New Mexico. The Woodrow Wilson Center, now in its fourth year of operation with the Series, served the other 33 States in 1972.

In addition to these national Program Development Centers, the Endowment has set up a National Project Center for Film and the Humanities, an experimental effort to develop public programs using readily available film; the Project Center is administered out of the City University of New York.

Confining its activities to communities of 50,000 population or less—as do the Midwest and Western Centers—the Wilson Center had, by the end of fiscal 1972, brought the Series to some 485,000 people in 181 community visits averaging two-and-a-half days per visit. Among the most successful presentations of the Wilson Center in the 1971–72 "season," which runs from the fall to late spring, were "Exiles in the House" and "A More Perfect Union." "Exiles" was a searching inquiry into what has become a nearly universal phenomenon in the Western world today: the newly evolved relationship of young people toward their parents and older people generally. "Union" dealt with one of the taproot values of democracy in America, the principle that in a society made up of persons from widely varying backgrounds, national origins, cultures, race and religions, those persons can and do live in non-homogenized harmony, imperfect and hardwon though it be.

For the 1972–73 season, the Wilson Center has mounted productions on such topics as: "Shakespeare, Love and Death," "Frontiers: Settling a Nation," "Worth the Writing" (the life and writings of Benjamin Franklin), "Words" (exploring the effect of language on judgment and attitude), and "For All Time" (a survey of various of the humanities linked to contemporary life).

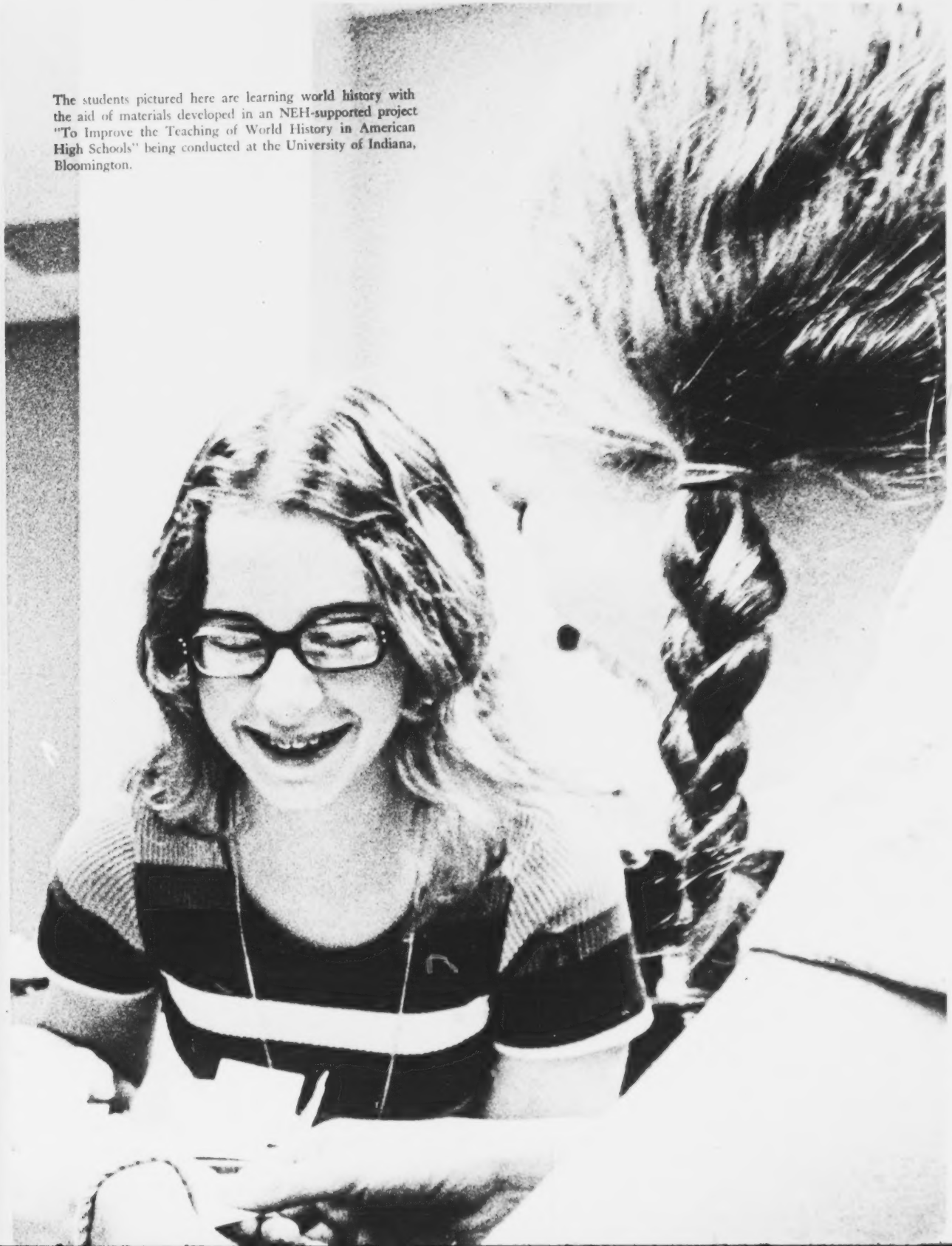
Both in their first year of Series activity, the Midwest and Western Centers will be conducting, in 1972–73, presentations on such varied themes as "Communication and the Future," "A Perspective on the American Family," "Community at the Crossroads," and "Neighbors and Strangers." The National Project Center for film series will devote its first year of operation in 1973 to developing programs on "Freedom and Responsibility," "Man and the City," "The Identity Crisis," "Perspectives on Violence," and "The Uses of the Past."

These continuing experiments in live and film programs in the humanities all involve and aim for an intensive interaction among an adult audience and professional humanists, with the final objective of providing workable models for this kind of programming to be undertaken by local and regional groups and drawing upon local academic resources.

**Statistical Summary**

| Division | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Public programs | 138 | $11,637,579 | 78 | $5,277,791 |

The students pictured here are learning world history with the aid of materials developed in an NEH-supported project "To Improve the Teaching of World History in American High Schools" being conducted at the University of Indiana, Bloomington.



## Division of Education: The Need To Try Ideas

It might be ideally desirable for schools, colleges and universities to offer such things as the following:

- studies giving prospective economists, engineers, and physicians a chance to examine ethical questions in their fields;
- studies in "creative problem solving" to prepare students to use academic training for effective decisionmaking as citizens;
- studies drawing upon history, literature, philosophy, and the arts a background for problems in international relations;
- studies that compare the successes and failures of differing kinds of societies in different time periods;
- studies of the experiences, contributions, and problems of American immigrant groups and racial minorities;
- studies that give the kind of attention to the understanding of China and other parts of the Orient that traditional curricula give to countries of Western Europe.

Students, one imagines, might be better equipped to cope with their century.

But the kinds of studies listed above are not imaginary; they are examples of specific educational projects given support by the Endowment's Division of Education in fiscal 1972.

### *"Teaching About China"*

During an era when our newspapers have been full of China and Japan and Indian and Southeast Asia, the curricula of our schools to an astonishing degree have not. In 1968, for example, Harold Taylor reported in his book, *The World and the American Teacher,* that barely 2 percent of class time in American high schools is devoted to learning about societies outside the Western World; and no more than one American teacher of every 20 is prepared to teach about cultures other than our own. Obviously the latter deficiency would need correction before much could be done about the first one.

Such was the reasoning at Temple Buell College in Denver, Colo., where Endowment aid is being used to test a program for "Teaching about China" that will be offered as a model for schools in other areas. The program began with summer workshops, at which high school teachers collaborated with professors and scholars to develop coursework on Chinese culture for use in schools in the Denver area. Actual classroom testing of these materials was to follow, with winter workshops for review and evaluation. By the 1973–74 school year, Denver-area schools should have a tested program for Chinese studies, with approximately 100 teachers trained to help still others use it.

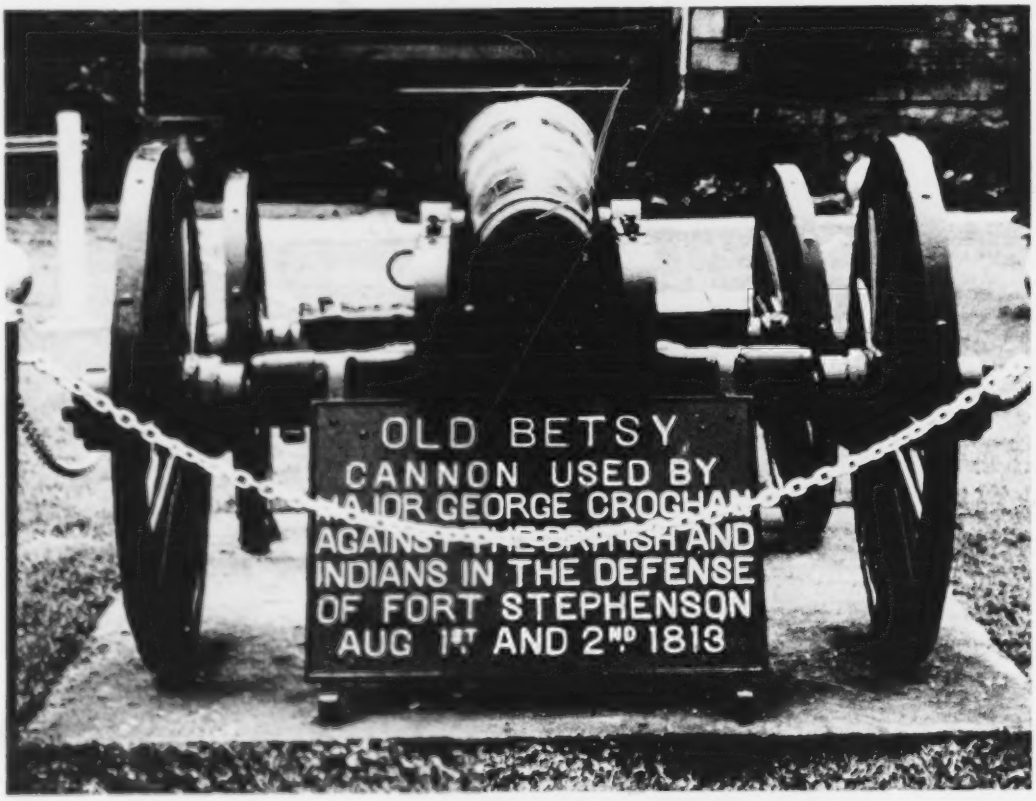
The Endowment also has given support to the National Committee on United States-China Relations, an educational organization headquartered in New York City, which provides expert assistance for secondary schools that wish help with Asian studies. "Field staffs" organized by the committee provide speakers, conduct workshops and conferences for teachers, compile and publish special materials, and help plan and test classroom units. Materials being produced include "China Conversations," which are taped interviews with specialists on China, and a new "Critical Guide to Curriculum Units and Audio-Visual Materials on China."

This Chinese ivory carving of Kwan-Yin sitting on a dragon is part of a collection of carved oriental ivory whose donation launched the Center for Asian Arts at Towson State College, Baltimore, Maryland. With NEH assistance, the Center is encouraging interest in Asian culture through curriculum development, public lectures and exhibits.

Going beyond attention to any one particular part of the world, the Endowment is also contributing to the work of the Committee on International Relations at Stanford University in California which has set itself the task of devising undergraduate courses on international relations that make full use of history, literature, and philosophy, as well as economics and political science. Such courses will include, for example, the influence of different philosophic positions on world leaders, the historical bases of certain international disputes, the status of ethics in dealings between nations, and the effect of a nation's literature on the images other countries have of it. Included will be an honors program in the humanities specifically for students who show leadership qualities that may lead to direct participation in international affairs.

*"Explorations of Values"*

Economists and engineers who make decisions solely on the basis of what is most efficient—such as laying out freeways without regard for parks, historic landmarks, or established neighborhoods that get in the way—are a menace to society. Everyone knows that; everyone does not know, however, how to help students being trained in technical fields to recognize and evaluate social, moral, and aesthetic needs. In the words of the directors of a special committee on the subject at the Urbana-Champaign campus of the University of Illinois, "In our culture there are no acknowledged specialists in value," and therefore "the human consequences of the various specialized functions are the ones most likely to be ignored." Ugly, polluted cities and landscapes make the point.




An illustrated historical survey of the Sandusky River Valley, for which this picture of Old Betsy was taken, is part of the "Sandusky Project" at Heidelberg College, Ohio, where a humanities curriculum project emphasizing field experience for students in the college's environs is being developed with NEH support.

With help from the Endowment, the University of Illinois is trying to use the humanities to train students in economics and civil engineering in ways that ultimately will make life more pleasant for us all. The university's civil engineering and economics departments are experimenting with small seminars called "Explorations of Values," in which 15 students at a time meet with more than one professor. Professors and students together try to think through the social, moral, and aesthetic questions that face conscientious professionals in their fields.

A related effort, also receiving Endowment assistance, is found at Case Western Reserve University in Cleveland, where the concern is for "Moral Aspects of Decision-Making in Medical Contexts." Prospective doctors obviously can be trained to recognize diseases and apply the proper cure; but increasingly they face nontechnical questions posed by new medical powers: Should only those who can pay be given the benefits of organ transplants and kidney machines? Should life be prolonged indefinitely by mechanical means? How far should one go with genetic control or the use of drugs to alter behavior and individuality? At Case Western Reserve University, the School of Medicine and the Division of Research in Medical Education are cooperating with the Department of Philosophy on courses devoted to such "medical-moral" problems.

This scene reminiscent of the early days of the motion picture is from a collection made by the Rhode Island Film Archive with Endowment support to demonstrate the application of motion picture newsfilm to classroom teaching of 20th century United States History.

Grant McKernie, a member of a performing teacher/artist group at the Ohio State University called THE COLLECTION, appears as "Death" in Chaucer's *The Pardoners Tale*. The production resulted from an experimental workshop on "The Role of Dramatic Performance in Education" funded by NEH.

### *"Perspectives on Technology"*

The problems to be faced, however, go beyond particular fields. "Not only is there need for engineering students to be aware of the broader human implications of their work, and similarly for students entering the business and corporate structure, but there is also need for students in the liberal arts to bring a more informed, more truly critical perspective to society's and the individual's problems with technology." The words are from a project the Endowment is helping support at Lehigh University in Bethlehem, Pa., called "Humanities Perspectives on Technology." It is for future citizens in general.

The plan includes student-faculty workshops on such specific topics as: "Architecture and the Sense of Community," "Visions of Future Cities," and "People and Politics in a High-Rise Community." Additionally, experts in philosophy, history, and literature will join others to offer course work on

"The Rights of Man and the Rights of Nature," "The 'Good Life' and Power and Energy Needs," "Human Values and Biological Manipulation," "Political Decision and Technology," and "The Historical Perspective on Technology." Eventually it will be possible for students to take enough coursework in "Humanistic Perspectives on Technology" to constitute a "minor" field.

Still another approach, under development with Endowment aid at the University of California, Los Angeles, is "The Creative Problem-Solving Curriculum." Seven of the university's graduate professional schools are collaborating on undergraduate courses designed to prepare students for more effective problem solving as responsible citizens. Students will have new opportunities to see how their learning in the humanities and other fields can be applied to questions facing society.

*"Comparative Studies in History"*

At the University of Michigan, the Endowment is supporting a new program that was prospectively to appear in the university's catalogue somewhat like this:

History 103–104, 4 credit-hours
COMPARATIVE STUDIES OF HISTORICAL CULTURES

Professor Malefakis and others
An experimental course for freshmen and sophomores. Explores the varieties of mankind's historical experiences through analyses of selected aspects of major cultures. The course is nonchronological in nature, and the topics may include religion and politics, social organization, economic development, imperial expansion, cultural renascences, revolution and dissent. Cultures to be analyzed may be drawn from Asian and classical antiquity, the Moslem world, medieval and modern Europe, Africa, India, China, Japan, the Americas.

Such courses are conceived as alternatives to the standard, freshman "world-history" courses that proceed epoch by epoch from Babylonia to World War II. The comparative historical approach is intended to help students see differences and similarities, strengths and weaknesses, in cultures existing in different parts of the world in different times. Men everywhere have had to meet similar basic problems; the variety of the solutions account for many human differences. To help students understand such differences through the comparative approach is to help them evaluate as well.

The teacher's workshop from which this scene is taken is part of the School Theatre Project of the Oregon Shakespeare Festival Association. Under an education grant from NEH, performer-teacher teams are touring schools in Oregon, California, and Washington to help students develop an appreciation of theatre as a literary form (Photo by David Falconer).

This drawing by the 19th century American artist George Catlin was used in one of a series of documentary films on prehistoric Iowa being produced as a teaching resource for state elementary schools by the University of Iowa under a grant from NEH.

A documentary film on the Hindu Samdhya, a ritual dating back 2,500 years, is being produced under a grant from NEH to Columbia University, New York City. It will be employed in undergraduate and graduate courses in Indian culture and civilization.

*Indians, Finns, and Others*

Tension between racial or ethnic groups makes it particularly evident that understanding among different peoples within our own society is important, too. Most of what Americans of European extraction, for example, know about the "First Americans" is derived from "western" films and television programs. Even Indians themselves have had few opportunities in formal schools for studying the histories and the contributions to medicine, music, literature, ecology, and art of American Indian peoples.

The pattern on this engraved shell, found in a pre-Columbian Mississippi mound, is the same as that in Finland, used even today on coins and still considered good luck. Such diverse heritages and their interrelationships are being explored in summer institutes for teachers and professionals under the NEH-supported program "People: Their Lore and Cultural Awareness," at the University of Arizona.

The Endowment is helping an Indian organization develop an educational program designed to remedy that situation, for Indian children and non-Indians alike. With cooperation from the North Dakota Department of Public Instruction, the Development Corporation of the United Tribes of North Dakota is preparing curricular units in American Indian Studies for use in the entire public school system of North Dakota.

In Michigan, a related kind of attention is being given to the Finnish-Americans who migrated to the Great Lakes Region in substantial numbers between 1890 and 1920. Suomi College in Hancock, Mich., is using Endowment assistance to develop its Finnish-American Historical Archives as a resource for teaching as well as for scholarship.

In Puerto Rico, new teaching materials are being developed on slave peoples and the abolition movement; this work has special current interest because of the centennial in 1973 of the abolition of slavery



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The Corcoran Gallery of Art, Washington, D.C., is developing demonstration teams of art specialists to work with the city's schools and community centers in broadening the understanding and critical ability of teachers of art. In this photograph, techniques of Tri-Wall Carpentry, useful in making stage props, are explained in a workshop funded by an NEH education grant.

The young men in this photo are making cider for the project "Live-In" at Old Economy, Ambridge, Pennsylvania. This NEH-supported program introduces the modern student to social and physical conditions of his 19th century counterpart by total immersion in a re-creation of that environment.

in Puerto Rico. The agency receiving assistance from the Endowment for this project is the Center for Historical Research at the Rio Piedras Campus of the University of Puerto Rico.

*The Humanities as a Whole*

The Endowment has continued to aid colleges, universities, and schools in efforts to do a better job of teaching the humanities generally. In fiscal 1972, for example, a grant went to the center for the continuing renewal of higher education (a division of the North Carolina Board of Higher Education) for its Institute for Undergraduate Curricular Reform, which helps colleges and universities throughout that state analyze and improve their teaching programs.

A "Tri-College University" received support for developing strengths in the humanities in a program that will give students at each of three colleges involved an opportunity to take advantage of professors and resources in the humanities at the others as well. The "Tri-College" institutions are Concordia College and Moorhead State College in Moorhead, Minn., and North Dakota State University in Fargo, N.D.

Additionally, the Endowment continued its support for an agency founded with its funds—the National Humanities Faculty, sponsored by Phi Beta Kappa, the American Council of Learned Societies and the American Council on Education. The "Faculty" is an organization through which secondary schools may receive help from visiting scholars and university professors in the humanities. The visitors help teachers to increase their own knowledge in history, philosophy, literature, and to develop better means of bringing that knowledge to their students. By August, of 1972, the Faculty had worked with 55 different schools, spread widely through the Nation.

**Statistical Summary**

| Division | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Education | 475 | $51, 158, 201 | 193 | $12, 819, 121 |

Ben Zickafoose, director of the Appalachian Film Workshop, is pictured here filming a baptism at Blackey, Kentucky. Area students, under Workshop supervision and with NEH support, are producing a documentary film series on rapidly-vanishing aspects of Appalachian culture.

With Endowment support, Professor Louis R. Harlan of the University of Maryland is editing a multi-volume selection of the papers of Black American leader Booker T. Washington, pictured here with (left to right) Robert C. Ogden, Senator William H. Taft and Andrew Carnegie.

## Division of Research: The Need To Know Ourselves

The bicentennial of the American Revolution will soon be upon us: When the liberty bells ring, the firecrackers explode, and reams of red, white, and blue unfold across America, will anybody really learn anything? When it is all over, will we know any more than we did about our origins as a nation?

We may hear the sounds of picks and shovels literally bringing to view undiscovered aspects of our heritage. The place is the Eastern Shore of the Chesapeake Bay in Maryland, where a once bustling village, and capital of a colony, lies buried under open farmland. The project there is one of dozens supported by the Endowment's Research Division to provide new sights and new insights of particular interest in the bicentennial.

The Maryland project is under the auspices of the St. Mary's City Commission's Research Division, an historical agency of the State. This agency, in the course of developing a history museum on the site of Maryland's first capital, is bringing historians, archaeologists, and architectural experts together to explore the site with a cooperative comprehensiveness seldom equaled.

The archaeologists are uncovering whole streets of house-lots where lawyers, merchants, a mayor, and the third Lord Baltimore lived in the 17th century. The artifacts they find, studied side-by-side with probate records, county tract maps, and biographical studies compiled by historians, will make possible a broad description of the economic and social life of early American colonists. Specialists in architecture will add a field survey surviving buildings. The project includes onsite training for graduate students, the making of slides depicting important artifacts for use in art, architecture, and history courses anywhere, and additions to the records of the Historic American Building Survey at the Library of Congress.

### *Who Wrote, Who Sang, Who Painted?*

We know about George Washington, Benjamin Franklin, and Thomas Jefferson; we know that the American Revolution was a time of great statesmen and political achievement. But few of us know much of William Billings, John Singleton Copley, Benjamin West, Philip Freneau, Thomas Godfrey, Royall Tyler, and other cultural leaders in the Revolutionary Era. Amid the din of military battle and political debate, these men and others were fighting censorship and anti-theater laws; penning political cartoons, caricatures, and polemical poetry; introducing musical performances into theaters, salons, outdoor gardens, and churches; establishing literary and musical societies; composing ballad operas and marches for public celebrations, and participating in impromptu performances of street theater. It was a new nation culturally, too.

The music of the Nez Perce Indians in Northwest America is being researched by A. Loran Olsen under a grant from NEH. The man pictured here is Sam Slickapoo, who was a famous Nez Perce singer.

The reason most of us know so little about that part of the Nation's beginnings is that the total story has not been woven together; indeed, according to Kenneth Silverman of New York University, much of it "still lies buried in newspapers, magazines, and manuscripts, relatively untouched by scholars." Professor Silverman, already the editor of a critical anthology on *Colonial American Poetry* and an amateur pianist who has played through much of the extant music available published in America between 1763 and 1789, is at work with Endowment aid on a cultural history of the American Revolution. His intention is to show "how the political and social upheaval of the time created a first flowering of American culture."

*Who Led the Discontent?*

The American Revolution began in Massachusetts—Sam and John Adams, the Boston Tea Party, Paul Revere, Lexington and Concord and Bunker Hill; its history seems composed of smoke and shouting. Actually it consisted also of quieter processes from which the dramatic figures and events volcanically emerged. This we learn from such scholars as John A. Schutz at the University of Southern California, who, with his associates, is using Endowment support to identify *sources* for leadership in the Revolution and to trace the general erosion of allegiance to Britain in the Massachusetts Colony over a period of years preceding 1776.

The focal point for this analysis is the colonial Massachusetts House of Representatives. The questions—"Did opposition develop and spread as a result of ideological differences, conflicting interests, or conflicts of 'party' or faction? At what point did various groups and regions join the opposition? What were the issues which wedded diverse groups into a cohesive social movement? How were the events leading up to the Revolution reflected in the decisionmaking process and the social composition of the house?"

The project is a continuing one, with collection of information being the first step. But already it appears that the ostensible leaders of the House (committee chairmen and the most active committee members) were not the most influential, that an "invisible leadership" existed among members less overtly prominent, from whom came the "strong undercurrent of opposition to the government" that led to Revolution.

Pictured are Murat Zunic and Camil Kulenovic, Yugoslav singers of oral epics. The epics, whose oral tradition stems from those of Homer, are being edited, translated, and studied under an NEH research grant by David E. Bynum, Curator of the Milman Parry Collection of Oral Literature at Harvard University.

*Where Had We Gotten By When?*

Another continuing project among the many the Endowment is helping support with the Bicentennial in mind is the creation of a new Atlas of Early American History under auspices of the Institute of Early American History, in Williamsburg, Va., and the Newberry Library, in Chicago, Ill. More extensively than any previous atlas, it will show through maps how discovery and exploration took place in North America; the places where rival empires established their colonies, where boundary disputes occurred, where ports prospered and trade routes developed; how towns were laid out and how they grew; how the population spread and where densities developed; what the colonies looked like in size and shape and how their borders changed; where different resources were, and how colonization was helped or hindered by physical terrain; where different kinds of economic activity arose, where seats of government were established, where armies marched and battles occurred. The end result will be an opportunity to see visually, through authenticated maps with supporting texts, every facet of the growth of the new country.

*How Can We Keep the Doors Open?*

Nothing is served by the creation of new resources in the humanities if access to both the new and the old is reduced or denied. For that reason, the Endowment's Research Division undertook no single action of more importance in fiscal 1972 than helping to keep open the mammoth research collections of the New York Public Library. Consider what was happening:

The New York Public Library is actually a private agency, chartered by the State of New York in 1895 as a public-benefit corporation. Under contract to the city it provides basic library services to New York residents. But it also operates—chiefly with private funds—one of the two largest general research libraries in the Nation open to all scholars, the other being the Library of Congress. Students as well from throughout the country make use of the 5 million bound volumes and 10 million other research items—manuscripts, microfilms, maps, prints, musical scores, recordings—housed in the three large buildings in Manhattan that constitute these research libraries. Many of the materials are one-of-a-kind, simply not available elsewhere; the library has developed arrangements through which they can be used elsewhere as well as within the library's own walls.

The maintenance of such services in the 1970's resulted in gross deficits reaching $2 million, deficits, it was clear, that would soon exhaust the endowments of the research libraries and force curtailment of both new acquisitions and old services. Even

This bust of black actor Ira Aldridge as Othello is located in the Schomburg Collection of Black History, Literature and Art, a branch of the New York Public Library. NEH is supporting a Schomburg project to augment and restore its materials and to establish bibliographic control over its book and-non-book resources on the Black Experience. These have heretofore been comparatively unavailable to scholars (see page 42).

Under a research grant from NEH, Philip L. Barbour is bringing to completion a modern edition of the works of Captain John Smith. This engraving of Captain Smith appears in the map of New England included with his *Description of New England* in 1616. (Photo courtesy of Trustees of British Museum).

as fundraising went on, the Library's officers cut down material being purchased from abroad to keep collections current, and closed the central research library on Sundays and holidays. Further economies—a 10 percent staff reduction in public-service divisions, for example—were in the works.

On March 29, 1972, the National Endowment for the Humanities announced a $1 million matching "challenge" grant to the research libraries, that is, a half-million in Federal funds if the New York Public Library could raise an equal amount from private sources. Within just 3 months, by June 26, the Library had succeeded—a tremendous testament to the importance private individuals and organizations assign to the research libraries. In the following September, the Endowment announced a new challenge grant, offering this time to match up to $750,000 in private money one-for-two, for a total of $2,250,000. The offer extends to June 30, 1973.

In addition, the Endowment made a grant for specific support of one of the most valuable humanistic collections in the New York Public Library—the Schomburg Collection of Negro Literature and History. Part of the support is for making the collection's materials more widely available elsewhere, and for study of possibilities of establishing a coordinated, national information network.

*What News in Other Fields?*

The work supported by the Endowment's Research Division has many other, varied aspects: With Endowment aid, scholars are editing for publication the papers among others of the American Negro leader, Booker T. Washington, and the celebrated jurist, Louis D. Brandeis; archaeologists are exploring remains of an 11th century civilization located near the Chaco Canyon of northwestern New Mexico. The noted economist Fritz Machlup is updating his 1962 book *The Production and Distribution of Knowledge in the United States.* Among his find-

Northwestern University Professor James Parker conducted a restoration study of the Basilica Ulpia, a famous structure in ancient Rome of fundamental importance for students of urban history and design, under a research grant from NEH. This is a picture of the Basilica during the excavations of 1930-31.

Eight art historians, working under a research grant from NEH out of Yale University, are preparing a series of collaborative studies on the iconography of the art of the ancient Mayan site of Tikal in North Guatemala. Three of a cluster of five Tikal temples are shown in this picture.

ings—knowledge "production" accounts for nearly 30 percent of the adjusted Gross National Product. (The Endowment commissioned Dr. Machlup's article "Learning More about Knowledge" especially for this report. It appears on p. 10.) Finally, the Endowment is cooperating with the Library of Congress on a project to save libraries millions of dollars by a process through which new books would come with catalogue-card data printed on the title page itself.

Still another kind of work supported by the Research Division was particularly dramatic in fiscal 1972—the combination of scholarship with presentations for the general public. For example, a three-week exhibition, at the Folger Shakespeare Library in Washington, D.C., entitled "The Author's Intention," gave opportunity to see how scholars go about giving the rest of us classic American books in editions whose accuracy we can depend upon. Dr. Fredson Bowers of the University of Virginia and

This print by Bernardo Belloto shows the performance of a ballet at the Vienna Court Theater in 1758. It is one of numerous pictures that Gloria Rose Donington has collected with an NEH research grant for the iconographic part of her study on accompaniment in Baroque music. (Photo courtesy of the British Museum)

The graduate student pictured here is part of a team of researchers at the University of Puerto Rico compiling hitherto unpublished materials on the abolition of slavery in Puerto Rico under a grant from NEH. The documents will be published in 1973, the year of the centennial of abolition of slavery on the island (see page 33).

Dr. Matthew Bruccoli, Director of the Center for Editions of American Authors, used charts, photographs, and manuscripts on display at the Library to show how the original texts of novels of Stephen Crane are being restored. One novel, *The O'Ruddy,* published after Crane's death, had been finished by another author who added eight chapters differing completely from notes for final chapters that Crane had made. Moreover, the book was bowdlerized by the removal of hundreds of words, mild by modern standards but having to do with sexuality, blasphemy, drunkenness and mayhem. Through careful scholarship, "the author's intention" has been restored.

The Crane edition is part of the monumental editing program of the Modern Language Association's Center for Editions of American Authors, which the Endowment has supported from the beginning. Ultimately, fourteen definitive editions are to come from the work of more than 200 scholars involved; the editions will consist of 250 books by 12 of America's greatest Nineteenth Century authors, including Crane, Mark Twain, Walt Whitman, and Herman Melville. Completion of the hundredth volume was expected by the beginning of 1973.

The designs William Blake made as a commercial book illustrator are being collected, described and reproduced under an NEH research grant by Roger R. Easson of Illinois State University at Normal. The engraving pictured here was designed by Blake as a frontispiece to *Leonora: A Tale* by Gotfried Augustus Burger, 1796. (Photo courtesy of Henry E. Huntington Library and Art Gallery)

### *Who Gave Us Such Delight?*

Most spectacular, however, of Endowment-supported public presentations resulting from research grants was the "International Josquin Festival-Conference" in New York, through which a little-known composer of the Sixteenth Century has become a Twentieth Century sensation. In his own time, the Renaissance composer Josquin des Prez was held to be in music what Michelangelo was in art, a versatile, fertile, profound innovator, a giant in his field. But though there are enough books on Michelangelo to fill rooms, the Twentieth Century has seen only one monograph on Josquin des Prez, and only one edition of his musical works. The International Josquin Conference, held at Lincoln Center in New York City, brought musicologists *and* musicians together to give the work of this first modern musical master the attention it deserves.

The Conference included a Festival at which distinguished ensembles such as the New York Pro Musica performed the music of Josquin, and the result was discovery of music that remains enjoyable. "An unqualified success," said *The Musical Times* of London; the "latest 'in' composer," said the San Francisco *Chronicle* "Josquin Lives!" said the New York *Times,* describing sold-out crowds night-after-night of the festival—"His music is nothing less than gorgeous."

Thus another example, albeit a particularly dramatic one, of the way that the work of scholars leads ultimately to discovery and enjoyment for us all.

**Statistical Summary**

| Division | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Research | 865 | $31,077,428 | 242 | $7,797,900 |

This etching of the Tiber River in Rome in 1870 illustrates a massive urban development project to transform the papal city into a modern metropolis. It is the subject of a study by senior fellowship recipient Professor Spiro K. Kostof of the University of California at Berkeley.

the University of California at Berkeley.

## Division of Fellowships: The Need To Develop Talent

The Endowment's fellowship winners—teachers, scholars, writers—are at work in almost every State in the Union and the District of Columbia. Some are searching through libraries in New York, Massachusetts, Arizona, pondering the problems of American minorities, or the cultural achievements of American women, or the background of American relations with China and Japan. Others are lugging tape recorders across rural Alaska or through the hills of West Virginia, or unearthing ancient villages in the Santa Clara Valley of California, or arranging cooperative efforts in Texas to answer questions of medical ethics.

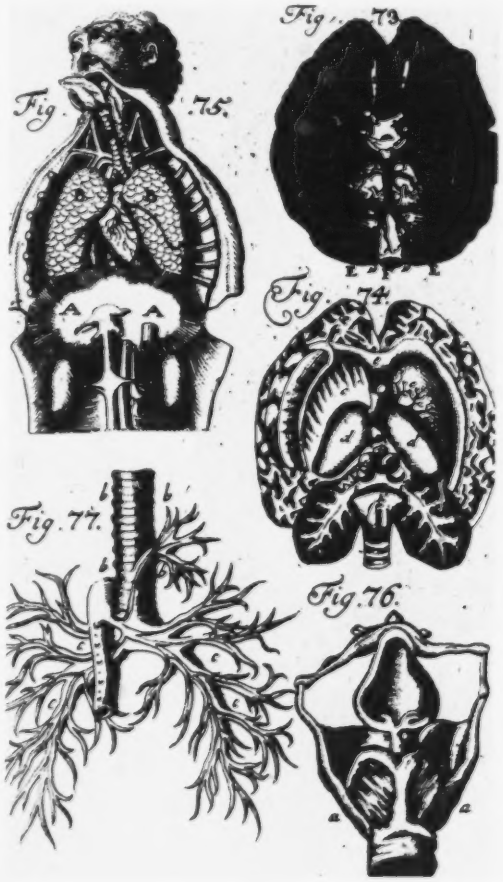
Though they are young humanists in many cases, some are well established in their careers. Some are located at major universities, but others are in junior and community colleges. Together they constitute a kind of far-flung cultural army—fellowship winners totalled 572 in fiscal 1972—united by dedication to higher professional competence in the humanities, at the typewriter, and in the classroom.

Their fellowships are of five different kinds, as will be seen; but each applicant in every category had to show above all else how his particular project could help him to understand his own field better, or to make use of a related one, or to do a better job with his students. In short, to develop understandings useful for a lifetime contribution. But the projects themselves are by no means idle exercises.

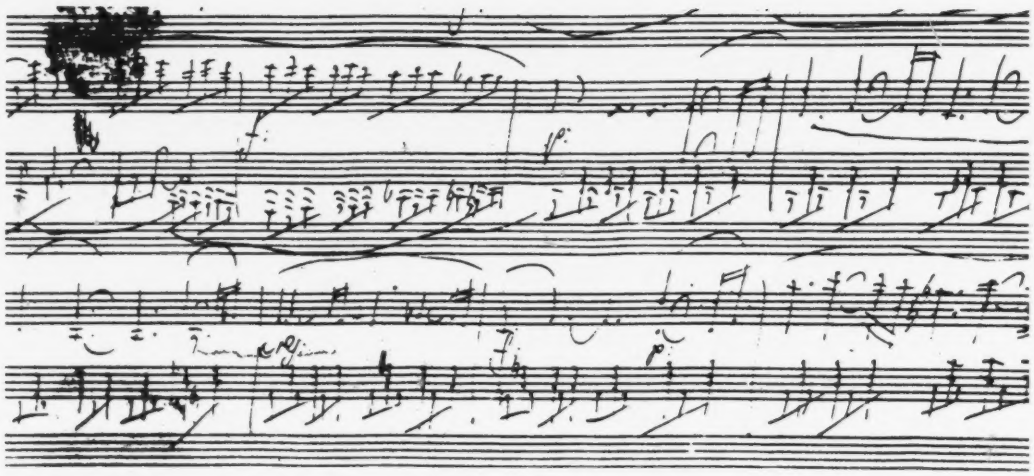
### *Junior College Fellows: Racing Time*

The "tape-recorder project" in Alaska is a good example. Many of that state's native people—one-fourth to one-third it is estimated—are Athabascan Indians. Their culture is rapidly dying. It appears probable that within as little as ten more years Athabascan young people will have adopted the language, dress, and customs of "modern" society totally. Craig W. Mishler, an instructor at Anchorage Community College in Alaska, working in the field of folklore, has recognized that the disappearance of Athabascan culture, occurring as the elders die, could mean the loss forever of one part of human experience, and of human variety. With the Endowment's help, he is traveling among the Athabascan people, recording the beliefs, the songs, the stories, the customs, the histories, the oral traditions of those still living who still remember them. The material from his tapes will be available to scholars and the general public, and it will enable him to offer his students new course work on folk literature and the native people of our largest state.

Similarly, another Endowment fellowship winner is working against time. Kenneth M. Colson, an instructor at West Valley College in Saratoga, Calif., is developing his skills as an archaeologist, and also adding material to his local archaeology courses, through studies of the remains of aboriginal Indian




Johann Christoph Gottsched, a controversial eighteenth century German Classicism author, is the subject of a study by summer stipend recipient, Professor Otto Tetzlaff of Angelo State University in Texas. This illustration, an eighteenth century perception of human anatomy, is included in Professor Tetzlaff's edition of Gottsched's works.



This passage from the autograph of Beethoven's celebrated "Appassionata Sonata" Op. 57, revealing confusions and inconsistencies in the slurring of the music, shows the problem that senior fellowship recipient Professor William S. Newman of the University of North Carolina at Chapel Hill is dealing with in his current studies in authentic performance practices of Beethoven's piano music.

settlements in the Santa Clara Valley—sites soon likely to be over-run by suburban development.

The awards for these projects in Alaska and California are among the Endowment's Fellowships for Junior College Teachers, a special category instituted in 1971 out of recognition that the emphasis given by 2-year colleges to technical training does not mean the humanities are unimportant there. To help such colleges strengthen professional competence in the humanities, the Endowment in fiscal 1972 gave 79 fellowships exclusively to junior-college teachers, more than triple the number (25) awarded in the program's first year.

### *Younger Humanists: Coping with Technology*

The project in Texas on medical ethics is the work of two teachers—Joe H. Hicks, a philosopher from Southern Methodist University, and Wayne B. Lanier, a biochemist from the University of Texas medical school at Dallas. They are concerned about the social control of our increasing technical ability to transplant organs in the body, to engage in "genetic engineering," and to influence behavior through neurophysical manipulation. Exploring the problems cooperatively, each giving the other the perspective of his own field, the two intend to produce a book on the subject and to develop an interdisciplinary course to help prepare future citizens for judgments in this field.

Their assistance from the Endowment falls into the broader, long-established category of Fellowships for Younger Humanists, given without special regard for the kind of institution at which an appli-

This model of the "Cobra Head" of Schroter's Valley on the surface of the moon is an illustration from a study by junior college teacher Ralph Turner of Pima College in Arizona. He is interested in the effects of sciences and technology on the humanistic aspects of modern society.



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The role of the black man in the early development of California and the West is the subject of a study by junior college professor Rudolph Lapp from the College of San Mateo in California. He is giving special attention to the generation influenced by events surrounding the California Gold Rush. (Photo courtesy of the Bancroft Library, University of California, Berkeley)

cant is working. The delimiting factor in this category is simply the professional status of the applicant—is he at a relatively early point in his career, when aid is particularly needed? In fiscal 1972 the Endowment was able to help 212 young humanists by means of these fellowships; in the previous year the total was 110.

### *Summer Stipend Winners: Preserving Resources*

From still another part of the Nation comes an example of still another kind of project: In the mountains of West Virginia, an assistant professor of music education from West Virginia University, Thomas S. Brown, himself a performer as well as a teacher and scholar, is seeking out leading folk musicians, recording their performances, and attempting through discussions with them to get a better understanding of the development of their art form. The results eventually will become available through the public folk-music archives of the State, and will be used to enrich the music curricula of public schools, as well as the professor's own university courses.

For this project, the Endowment granted one of its summer stipends, through which young humanists may receive financial help for projects that can be handled in the summer months between teaching duties. The Endowment awarded 150 of these stipends in fiscal 1972, an increase of 40 over fiscal 1971.

### *Selected-Field Fellows: Expanding Expertise*

In the northeast, a young historian, George A. Levesque, who had just completed a doctoral dissertation on what happened to a representative community in Rhode Island as it passed from the Colonial to the Industrial Era, wished then to go into the history of Black Americans. With help from an Endowment Fellowship, he is working in that field at Harvard University, under the guidance of the prominent scholar and writer, Oscar Handlin.

This engraving illustrates a temporary stage setting designed by Niccolo Menghini and built in 1640 in conjunction with the "Devotion of the Forty Hours" held annually during carnival in the church of the Gesu in Rome during the seventeenth century. It is the subject of a study by Professor Mark S. Weil of Washington University in St. Louis on seventeenth century art and religion.

His award was one of the Endowment's special Fellowships for Guided Study in Selected Fields.

In fiscal 1972 the Endowment offered these fellowships in the fields of Mexican-American and American-Indian studies as well as Afro-American studies. Fellowship winner Juan Gomez-Quinones, for example, who had finished a dissertation on "Mexican Nationalism in the Formative Years," is spending a year studying under Professor Americo Paredes, director of the center for Mexican-American Studies at the University of Texas. A young faculty member of Western Washington State College, Robert H. Keller, Jr., is studying the treaty-making practices used by the United States in acquiring Indian lands in the 18th and 19th centuries; he is trying to determine how treaties were being interpreted by each side at the time of the signings. He is making this study under the guidance of Professor Edward H. Spicer at the University of Arizona.

This is one of the illustrations contained in a photographic documentary and supporting text on the Indians of the Chippewa Nation located in the province of Manitoba, Canada. The study is being pursued by Younger Humanist Fellowship recipient Professor Charles Brill from Kent State University in Ohio.

Such selected-fields fellowships are for use only at certain institutions where outstanding experts in the designated fields are available and willing to work with the award winners. The purpose of these special awards is to help more scholars—young men and women who have just completed formal, professional training—to become experts in fields previously neglected for which there is increasing demand. The number of such fellowships was increased in fiscal 1972 from 31 to 40.

### *Senior Fellows: Advancing Proven Work*

Again the Endowment also awarded senior fellowships—grants that help already established humanists to pursue new lines of thought and research growing out of their overall work. For example, John K. Fairbank, author of *Trade and Diplomacy on the China Coast,* and director of the East Asian Research Center at Harvard, is extending his studies of American relations with the Orient. Michael G. Kammen, an American historian at Cornell, is analyzing American "pluralism"—the amalgamation of immigrants of various nationalities into the American "melting pot." Wallace Stegner at Stanford is studying the American literary critic and historian, Bernard DeVoto. In all, 91 Senior Fellows were selected for the academic year 1972–73.

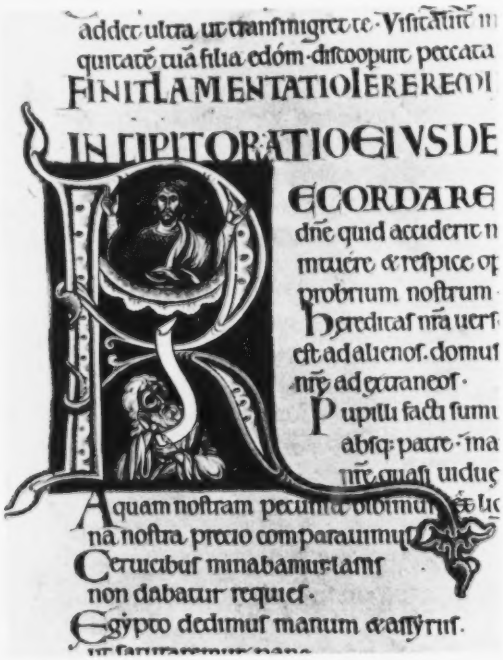
The awards in all five categories combined—senior fellowships, summer stipends, and fellowships for guided study, for junior college teachers, and for younger humanists in general—totaled $5.3 million in fiscal 1972, a significant investment in talent that will pay off in new ideas, improved teaching, and better resources in the humanities in every part of the Nation. And for the future, fiscal 1972 saw the planning of two new programs—summer seminars where small-college teachers can revitalize their learning through contact with leading university scholars, and fellowships to enable persons in professions other than teaching to gain humanistic perspectives of particular relevance to their work.

**Statistical Summary**

| Division | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Fellowships | | | | |
| Younger humanist | 848 | $8, 904, 000 | 211 | $2, 205, 044 |
| Summer stipends | 739 | 1, 478, 000 | 150 | 300, 000 |
| Junior college teacher | 243 | 2, 551, 500 | 78 | 799, 830 |
| Senior | 715 | 12, 060, 000 | 92 | 1, 451, 399 |
| Selected fields | [1] 100 | 1, 200, 000 | [2] 17 | 508, 500 |
| Faculty development | ..... | ..... | 1 | 1, 305 |
| Special | 2 | 818, 000 | 2 | 23, 000 |
| Professions | 3 | 12, 096 | ..... | ..... |
| Total: | 2, 650 | 27, 023, 596 | 551 | 5, 289, 078 |

[1] Fellowships Requested by Applying Institutions.

[2] Number of Institutions Awarded Fellowships.

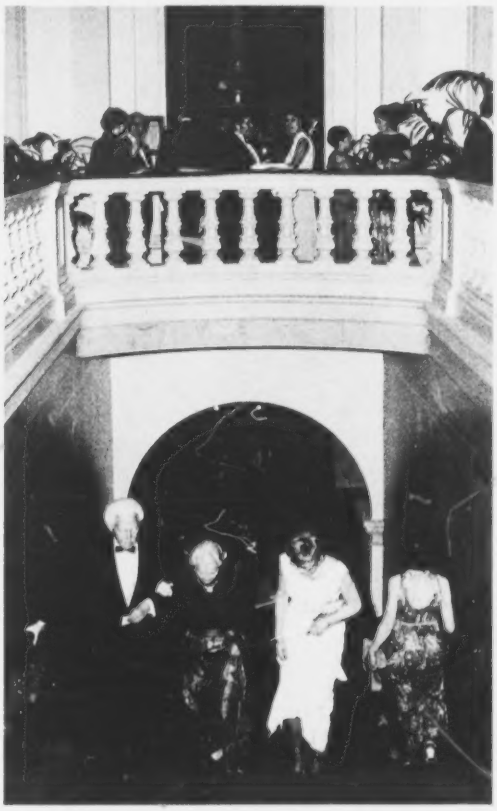



This reproduction of a page from the twelfth century Winchester Bible is part of a study by Professor Larry Ayres of the University of California at Santa Barbara on the emergence of the Gothic style in European painting at the end of the twelfth century. (Photo courtesy of the Warburg Institute)

This illustration depicting the Court of Common Pleas, from the *Archaeologia* of the Society of Antiquaries of London, was used in a brochure for "Law and Order in Tudor England," a conference on the teaching of legal history sponsored by the Folger Institute of Renaissance and 18th Century Studies. The conference was the second in a series of ten funded by a grant from NEH to encourage teaching in the period of the Renaissance. (Photo courtesy of the Folger Shakespeare Library)

The audience in the auditorium of the National Academy of Sciences in Washington, D.C. waits for the first Jefferson Lecture in the Humanities to begin (see page 59).

The eminent Jefferson biographer, Dr. Dumas Malone, gave an address, "Mr. Jefferson and the Living Generation," at the Jefferson Lecture dinner. Dr. Malone's six-volume biography, *Jefferson and His Times*, has been supported by the National Endowment.



Dr. and Mrs. Erik H. Erikson, left and center, are escorted up the grand staircase of the Renwick Gallery in Washington, D.C. by Mrs. Wallace B. Edgerton on the occasion of a dinner in honor of Lionel Trilling the evening before he delivered the first Jefferson Lecture. Dr. Erikson was selected by the National Council on the Humanities to be the second Jefferson Lecturer.

Dr. Lionel Trilling, on the right, the first Jefferson Lecturer, is introduced by Dr. Ronald S. Berman, Chairman of the National Endowment for the Humanities. Dr. Trilling's Lecture, "Mind in the Modern World," was broadcast live nationally by National Public Radio and was subsequently published.

Dr. Barnaby C. Keeney, left, Chairman of the National Endowment for the Humanities from 1966 to 1970, talks with Dr. Leslie Fishel, right, a member of the National Council on the Humanities, at the Jefferson Lecture.

Dr. Mathilde Krim, a member of the National Council on the Humanities and Chairman of the arrangements for the formal dinner honoring Lionel Trilling, introducing musicians who played a special program of music loved by Thomas Jefferson.

## Office of Planning and Analysis: The Need to Break Down Barriers

The National Endowment feels that young people should be specially encouraged to make use of the humanities; that the American public should be able to find history and philosophy in a medium as handy as the daily newspaper; that the enormous potential of cable television should be used for public programs in the humanities; that the new kinds of ethical problems posed by medicine should get attention in the educational system; that a regular forum should be established in Washington where humanists can present the results of their thought on the basic problems facing us all today. The Endowment feels, in short, that many ways can be found to break down barriers that otherwise limit the nation's utilization of the humanities.

These are the kinds of problems dealt with by the Endowment's Office of Planning and Analysis, an office responsible for funding experiments to find better ways to carry out the Endowment's public mandate.

### *"Youthgrants in the Humanities"*

The Endowment announced in January of 1972 its program of "Youthgrants" offering young people "an opportunity to translate their educational and ethical concerns into concrete projects." Project directors were to be between the ages of 18 and 30, in school or out, applying on behalf of groups or as individuals. By mid-March, with requests for information pouring in at a rate of more than 500 a month (6,000 were to arrive by August), 167 formal applications had been made, out of which the Endowment selected an initial set of 29 projects to fund. Among the winners:

— 20-year-old Dennis J. DeLoy, a student at the University of Vermont, preparing both a summer and a school-year program for high school students interested in Greek and Roman history and literature;

— 21-year-old Dean Lahikainen, a junior at Syracuse University, studying the life and works of a Swedish-American folk-artist, whose imaginative carvings and sculptures provide an insight into the experiences and cultural values of nineteenth-century immigrants to this country;

— 20-year-old Anne Laurence of Swarthmore College, conducting a group oral history project, sponsored by *The Miner's Voice* and designed to explore the unionization of the West Virginia coal mines—and the sometimes bloody battle accompanying it—a generation ago;

— 22-year-old Edward G. Wong, a student at U.C.L.A., leading a team of students there in collecting and cataloguing photographs and other graphic material documenting the history of Asian-American peoples;

— 25-year-old Jacie Joseph Espinoza, staff member of the Fort Collins, Colo., Drug Education Project, conducting a bilingual program of cultural studies for Mexican-American teenagers;

— 26-year-old Kenneth C. Rolling, a graduate student at St. Francis Major Seminary in Milwaukee, Wis., working with three other students to prepare study kits in which the classics are used as background for contemporary questions of justice and personal values.

Such projects lead the Endowment to the conclusion that these first awards, with their exciting variety of activities, demonstrate that a large number of young people, both in and out of school, are capable of designing and undertaking on their own serious, intellectually demanding work. Funding is being expanded accordingly to permit acceptance of more of the young people's projects.

### *"Courses by Newspaper"*

As an educational instrument, the simple newspaper has rather distinct advantages: unlike TV or radio programs, newspaper stories can be kept for pursuit at leisure; unlike material in a museum, library, or college, a newspaper's contents come to the home; unlike formal school courses, newspaper material can be used at the reader's own pace. Why, then, should newspapers be the one major medium that humanities educators have neglected?

There being no good answer, the Endowment accepted a proposal from the extension division of the University of California at San Diego to do something about it. The result will be a pilot "Course by Newspaper," consisting of 20 "lectures," each written by one of the nation's most distinguished teachers. They won't be just standard lectures on the history of this or the philosophy of that; rather, they will constitute a study of "Ameri-

ca and the Future of Man," dealing with how the way we live and the values we hold historically get challenged and changed by what we do to our land and water, what we discover in science and technology, and what we experience economically and socially.

More than 100 national and international newspapers will carry the first course—experimentally through the facilities of the Copley News Service. Some readers will simply follow the series out of interest; others will be able to get college credit from it by using a reading kit, prepared by the University of California, San Diego, to accompany the series, by meeting in "contact sessions" with college professors near them, and by taking examinations; and, of course, some will read the newspapers and use the kits without moving on to examinations and "credit." If it works, one of America's oldest means of public education will become one of the newest to offer sytematic humanities education to all citizens.

The Youthgrant project of Dean T. Lahikainen is devoted to a study of the life and work of Gustaf Nyman, the American folk carver. Pictured is a sample of Nyman's art, entitled "Mother and Two Children" (see page 56).

### *The Coming of the Cable*

The Endowment is equally concerned about the potential uses of one of America's newest communications forms—the television cable. Unlike existing television, the cable is capable of an indefinite expansion of channels, and of two-way communication between viewer and programmer. Its capacities for public service and public education are thus remarkable. But nearly all cable systems today are owned and operated by private interests under public franchises. Will anything more than entertainment and financial interests be served?

The Aspen Institute for Humanistic Studies has established a workshop on uses of the cable to deal with precisely that question. And with assistance from the Endowment, it is taking up at the outset what the coordinator of the workshop, Richard Adler, calls "The Humanistic Claim on the Cable." In a 50-page background paper, he has surveyed the humanistic programming now available on television, described opportunities for its expansion through the growth of cable facilities, and outlined prospects for general cultural programming and for formal humanistic education. His paper will provide the basis for discussions at the first workshop conference, planned for early in 1973, at which specific courses of action will be evaluated.

### *Teaching Medical Ethics*

We are into an era in which we may be able to use the knowledge of medical scientists to duplicate living human beings, or to maintain life almost indefinitely for those who can afford transplanted organs, or to control individuals' behavior through drugs and brain surgery. But should we? As indicated elsewhere in this report, that seems to the Endowment a major issue for humanists in our time—a new kind of human power with which society as a whole will have to learn to cope.

Clearly should not our educational system, there-

# HUMANITIES

. . . values, history, culture, ideas

# YOUTH GRANTS

support for creative projects applying the humanities to human concerns

fore, take notice of that need to learn? Consequently, the Endowment is helping support a program designed, in the words of Dr. William Curran, professor of legal medicine at Harvard University, to "revitalize the teaching of medical ethics." He is director of Harvard's "Interfaculty Program in Medical Ethics," which will introduce into the health field the case-study approach that Harvard successfully pioneered in its business and law schools.

Dr. Curran and his colleagues will compile studies of actual situations in which doctors, hospital administrators, and public-health officials have faced ethical problems; these will become the basic material for undergraduate courses in "Medical Ethics" and graduate seminars on "Critical Ethical Issues in Medicine." Students at schools other than Harvard will be able to take the courses through arrangements for cross-enrollment.

### *Newsletters, Books, "The Mind"*

Other Endowment activities developed through the Office of Planning and Analysis include the continued publication of the *Humanities* newsletter (which recently featured studies of medical ethics); dissemination of the Endowment's "Good Reading in the Humanities" book lists (recent subjects: "The University in Society"; "Violence and Human Relations"); and the actual presentation of the first Jefferson Lecture in the Humanities, by the distinguished literary critic, essayist, novelist, and teacher, Dr. Lionel Trilling.*

*The second Jefferson Lecturer will be Erik H. Erikson, who will deliver two lectures in Washington, D.C. May 1 and 2, 1973.

This annual lectureship was created by the Endowment to enable outstanding humanists (one is specially commissioned for the task each year) to develop their ideas about matters of present concern to society at large, and to present the results initially in lecture form in Washington, D.C., the nation's capital. (The lectures are also broadcast and published.) Dr. Trilling's subject was "Mind in the Modern World." His concern—"a falling off" in our own country and elsewhere of "the mind's vital confidence in itself." His future hope—"An intellectual community which is unquestionably vigorous and affirmative."

The Endowment hopes that through all its activities it is helping to encourage precisely that.

**Statistical Summary**

| Division | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Office of planning and analysis | 365 | $3,830,021 | 45 | $769,134 |

This poster was distributed nationall to announce the Endowment's "Youthgrants in the Humanities" program. Thousands of responses came from young people, in and out of school, interested in applying for grants (see page 56).

Appendix A

## The Endowment—A Brief History

The National Endowment for the Humanities was created in 1965 out of Congressional concern that the United States' position of world leadership be based on achievements "in the realm of ideas and of the spirit," as well as on "superior power, wealth, and technology."

Public Law 89–209 authorized the National Foundation on the Arts and the Humanities, consisting of the National Endowment for the Arts as well as the National Endowment for the Humanities. Each Endowment is directed by a Chairman who is assisted by a National Council on the Humanities or on the Arts respectively, as well as by a professional staff and secretariat. The Humanities Endowment's National Council is composed of 26 private citizens appointed by the President for terms of six years. The Chairman of the Endowment also serves as Chairman of the National Council on the Humanities.

Dr. Henry Allen Moe, formerly President of the John Simon Guggenheim Memorial Foundation, served as the first Chairman of the Endowment. Dr. Barnaby C. Keeney was appointed Chairman by President Johnson in July, 1966. Dr. Keeney had been President of Brown University and Chairman of the Commission on the Humanities, created in 1964 by the American Council of Learned Societies, the Council of Graduate Schools in the United States, and the United Chapters of Phi Beta Kappa. This Commission made the recommendations which resulted in the establishment of the National Endowment for the Humanities. Dr. Keeney served the full four years of his appointment and on July 4, 1970, President Nixon appointed Wallace B. Edgerton Acting Chairman. Mr. Edgerton had been Mr. Keeney's Deputy Chairman during the period of Keeney's chairmanship.

On December 9, 1971, President Nixon appointed Dr. Ronald S. Berman Chairman of the Endowment for a four-year term and Mr. Edgerton became Deputy Chairman. Dr. Berman, a Renaissance and Shakespeare scholar, formerly was Professor of English Literature at the University of California, San Diego.

The first few months of the Endowment's history were devoted to organizing a staff and determining initial programs. Few grants, therefore, were made and the first fiscal year's appropriation of $2.5 million was added to the $2 million voted for fiscal year 1967, providing a total of $4.5 million for that year. The Endowment had legislative authority also to match private, unrestricted gifts with Treasury funds.

The original authorization in Public Law 89–209 expired after 3 years, and during fiscal year 1968 reauthorization legislation was passed by the Congress with some changes in the original legislation to allow greater flexibility. These changes allow the Chairman to make grants up to $10,000 without seeking the National Council's prior consent (although he must make a complete report of these grants to the Council at its next meeting after the grant is awarded); and permit the Endowment to match gifts for restricted as well as unrestricted purposes. Public Law 90–348, which passed Congress on July 18, 1968, authorized fiscal year 1969 and 1970 appropriations of $8 and $9 million respectively.

Following the request of President Nixon, Public Law 89–209 was again amended July 20, 1970, adding "comparative religion" and "ethics" to the disciplines specifically included in the term "humanities" and stressing Endowment aid to teaching. Outright appropriations of $17 million for fiscal year 1971, $26.5 million for fiscal year 1972, and $35.5 million for fiscal year 1973 were authorized. Additional appropriations were authorized to match private gifts with Treasury funds. Note: Not all funds *authorized* are actually *appropriated*. The following table shows the appropriations history of the Endowment.

**Appropriations** (in millions)

| | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 | 1973 |
|---|---|---|---|---|---|---|---|---|
| Definite program funds | $2.5 | $2.0 | $3.5 | $3.7 | $6.05 | $11.06 | $24.5 | $34.5 |
| Maximum matching funds | ..... | *3.0 | .5 | 2.0 | 2.0 | 2.5 | 3.5 | 3.5 |
| Actual matching funds | ..... | .106 | .325 | 1.262 | 2.0 | 2.5 | 3.5 | |

*Covered fiscal years 1966 and 1967.

Appendix B

## Information for Applicants

The term "humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, includes but is not limited to the study of the following: "language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; the history, criticism, theory and practice of the arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods." The Endowment is also authorized to support "the study and application of the humanities to the human environment."

In 1970, the Congress added ethics and comparative religion to the fields supported by the Endowment and included in the statutory mandate "particular attention to the relevance of the humanities to the current conditions of national life."

Applications may come from individuals—with or without academic affiliations—and from any nonprofit institution or organization engaged in humanistic endeavor. Typically, applications would come from universities, four-year colleges, junior colleges, community colleges, schools, and their faculty members; from education, cultural or community groups; and from museums, historical societies, libraries, public agencies, educational broadcasting stations, and members of such organizations' staffs.

Applicants in all fields should note that the National Council on the Humanities has placed continuing emphasis on proposals that have bearing on contemporary public problems and the wider application of humanistic knowledge and insights to the general public interest, although the Endowment will continue to support more traditional studies in every humanistic discipline. Every proposal, regardless of its emphasis in this respect, will be judged primarily on its intrinsic merit.

Recently, the Council cited student and youth interests as warranting special study, and, in February, 1973, "recognizing that the approach of the nation's Bicentennial should stimulate a wide and serious exploration of American ideals and of the American experience in its broadest sense," the Council indicated that the Bicentennial should provide one major focus for Endowment programs in the next few years. Many of the projects funded by the Endowment each year are in some way connected with the American Revolution, and it is anticipated that their number will and should increase as the nation approaches its Bicentennial. Since a serious recognition of the Bicentennial will require just the kind of intelligent nationwide exploration of America that the Endowment was created by Congress to foster, NEH is encouraging the submission of applications for projects which bring the humanities to bear on serious study of the American experience from colonial times to the present, with particular—but not exclusive—emphasis on the period surrounding the founding of the nation. Any Bicentennial activities supported by the Endowment, however, will be extensions of its customary activities and conducted through the usual processes of the Endowment. Applications for Bicentennial-related projects should be submitted only to the various divisions of the Endowment within any one of their published programs of support.

The National Endowment for the Humanities is organized into the Office of the Chairman, the Public Information Office, the Division of Fellowships, the Division of Research, the Division of Education Programs, the Division of Public Programs, and the Office of Planning and Analysis. The following kinds of opportunities available through the Endowment correspond to these administrative divisions, described in greater detail elsewhere in this report, but briefly the Endowment offers:

— Fellowships and summer stipends enabling humanists to improve their skills in teaching, interpreting and communicating the humanities; fellowships for professionals in the fields of journalism, law and medicine who wish to study at a major university in order to reacquaint themselves with the humanistic content of their particular professional disciplines; summer seminars for teachers in small private and state colleges and junior and community colleges at which the teachers will have an opportunity to study under distinguished professors from major universities in their area;

— Grants in support of research, editing, and writing in the humanities;

— Grants to help improve the teaching of the humanities through the development of college and university curricula and through excellent projects

at any educational level, including cooperative programs between levels;

— Grants in support of projects that help increase understanding, appreciation and use of the humanities among the general public through a variety of institutions and media; grants in support of state and community organizations promoting and sponsoring public programs in the humanities; grants in support of the strengthening of educational resources of museums;

— Grants in support of study and research in the humanities among young people of high school and college age.

In addition to these, the Endowment encourages, through its Office of Planning and Analysis, the submission of proposals for projects which do not fall readily within the scope of existing programs and divisions. The Office especially seeks promising proposals which would extend traditional concepts of the humanities, develop new applications of humanistic knowledge, or encourage more active interest in the humanities among all sectors of the population.

The National Endowment for the Humanities does not offer support for creative, original work in the arts—such as musical composition, painting, the writing of poetry or fiction—or for performance or training in the arts. Certain studies of the arts are eligible for Endowment support, such as historical and theoretical studies and criticism in the arts.

Inquiries about federal support for creative and performing artists should be addressed to: National Endowment for the Arts, Washington, D.C. 20506.

Because of limited funds, the Endowment cannot at this time give consideration to requests for support for:

— Predoctoral fellowships, except insofar as they may be integral parts of a broader program and requested by the institution undertaking such a program;

— Construction or restoration costs, except for limited amounts incidental to carrying out other purposes of an application;

— Museum or library acquisitions, except for limited amounts incidental to carrying out other purposes of an application;

— Editorial costs of journals, or production costs of any publication, including books;

— Costs of permanent equipment which is not essential to the carrying out of a broader program or project;

— Support for research undertaken in pursuit of any academic degree;

— Individual requests for travel to professional meetings.

Appendix C

**Financial Report**

Summary of Receipts and Obligations, Fiscal Year 1972

| | |
|---|---|
| Receipts: | |
| Unobligated funds carried over from fiscal year 1971 | $4,570,458 |
| Definite appropriation for fiscal year 1972 | 24,500,000 |
| Gifts and gifts pledged to the Endowment | 3,500,000 |
| Matching funds made available as a result of gifts and pledges | 3,500,000 |
| Transfer from the National Endowment for the Arts | 10,000 |
| Transfer from the Smithsonian Institution | 100,000 |
| Returns from and decreases in previous years' grants | 177,249 |
| Total | 36,357,707 |
| Obligations and Transfers | |
| Grants obligated in fiscal year 1972 | $31,939,424 |
| Transfer to the National Endowment for the Arts | 13,600 |
| Total | 31,953,024 |
| Unobligated balance carried forward | 4,404,683 |

Appendix D

**Summary of Grants and Awards: Fiscal year 1972**

| PROGRAMS: | Number of awards [1] | Amount obligated: Outright | Amount obligated: Gifts and matching | Amount obligated: Total |
|---|---|---|---|---|
| Public | | | | |
| State-based programs | 34 | $2, 216, 540 | ---------- | $2, 216, 540 |
| Film-TV grants | 15 | 660, 539 | $200, 000 | 860, 539 |
| Museum grants | 16 | 440, 750 | ---------- | 440, 750 |
| Program development centers | 6 | 1, 087, 033 | 329, 022 | 1, 416, 055 |
| Special projects | 7 | 247, 132 | 96, 775 | 343, 907 |
| | 78 | 4, 651, 994 | 625, 797 | 5, 277, 791 |
| Education | | | | |
| Higher education projects | 97 | 2, 218, 396 | 1, 578, 706 | 3, 797, 102 |
| Institutional grants | 51 | 5, 988, 903 | 1, 161, 537 | 7, 150, 440 |
| Planning | (30) | (677, 520) | (100, 665) | (778, 184) |
| Development | (21) | (5, 311, 383) | (1, 060, 872) | (6, 372, 256) |
| National humanities faculty | 1 | 328, 127 | 10, 000 | 338, 127 |
| Elementary and secondary educational projects | 44 | 1, 119, 914 | 413, 538 | 1, 533, 452 |
| | 193 | 9, 655, 340 | 3, 163, 781 | 12, 819, 121 |
| Fellowships | | | | |
| Younger humanist | 211 | 2, 205, 044 | ---------- | 2, 205, 044 |
| Senior | 92 | 1, 451, 339 | ---------- | 1, 451, 399 |
| Junior college teacher | 78 | 799, 830 | ---------- | 799, 830 |
| Summer stipends | 150 | 300, 000 | ---------- | 300, 000 |
| Selected fields | 17 | 508, 500 | ---------- | 508, 500 |
| Faculty development | 1 | 1, 305 | ---------- | 1, 305 |
| Special | 2 | 8, 000 | 15, 000 | 23, 000 |
| | 551 | 5, 274, 078 | 15, 000 | 5, 289, 078 |
| Research | | | | |
| Research grants | 228 | 3, 752, 199 | 3, 253, 564 | 7, 005, 763 |
| Research | (203) | (3, 352, 928) | (2, 945, 139) | (6, 298, 067) |
| Bicentennial | (25) | (399, 271) | (308, 425) | (707, 696) |
| Editing | 14 | 734, 796 | 57, 341 | 792, 137 |
| | 242 | 4, 486, 995 | 3, 310, 905 | 7, 797, 900 |
| OPA | | | | |
| Youthgrants | 26 | 119, 480 | ---------- | 119, 480 |
| Projects | 18 | 352, 419 | 7, 457 | 359, 876 |
| Jefferson Lecture | 1 | 10, 790 | 13, 545 | 24, 335 |
| Program development and evaluation activities | ---------- | 265, 443 | ---------- | 271, 900 |
| | 45 | 748, 132 | 21, 002 | 769, 134 |
| | 1, 109 | 24, 816, 539 | 7, 136, 485 | 31, 953, 024 |

[1] Including additional awards on prior years' grants.

Appendix E

**The National Endowment for the Humanities wishes to thank these private donors to the Endowment in fiscal year 1972**

*Gifts of $100,000 or more*

Council on Library Resources
Joseph P. Kennedy, Jr. Foundation
Andrew W. Mellon Foundation
Richard King Mellon Charitable Trusts
NEH Challenge Fund—The New York Public Library
State of North Carolina
The W. Clement and Jessie V. Stone Foundation

*Gifts of $50,000 to $100,000*

Field Foundation of Illinois, Inc.
Ford Foundation
Z. Smith Reynolds Foundation, Inc.
Various Donors

*Gifts of $25,000 to $50,000*

American Friends of Hebrew University
Atran Foundation, Inc.
Mary Reynolds Babcock Foundation
Esso Education Foundation
Mrs. Filbert Harrison
Louis W. and Maud Hill Family Foundation
Samuel H. Kress Foundation
John and Mary Markle Foundation
Mount Vernon Ladies Association
University of Connecticut Foundation
William J. Wilson, Jr.

*Gifts of $10,000 to $25,000*

American Friends Service Committee, Inc.
The American Lutheran Church
Morris and Gwendolyn Cafritz Foundation
Cyprus Mines Corporation
DeRance, Inc.
William Stamps Farish Fund
Samuel S. Fels Fund
Edward T. Foleys Foundation
Ford Motor Company Fund
Mansfield Freeman
Friends of the Bancroft Library
Friends of Suomi College
Jac E. Holzman Foundation
J. M. Kaplan Fund
Albert Kunstadter Family Foundation
University of Minnesota Foundation
Alice M. O'Brien Foundation
Pennsylvania Historical and Museum Commission
Public Welfare Foundation, Inc.
Raskob Foundation for Catholic Activities, Inc.
Anne S. Richardson Fund
Billy Rose Foundation, Inc.
St. Mary's County Historical Society
Stiftung Volkswagenwerk
University of Minnesota Foundation
Bernard van Leer Foundation, Inc.
Oscar van Leer

*Gifts of $5,000 to $10,000*

The J. S. Abercrombie Foundation
Anonymous
Vincent Astor Foundation
Atlantic Foundation
David Bakalar
CBS Foundation, Inc.
CDW Ten Year Trust
Louis Calder Foundation
Center for Byzantine Studies, Dumbarton Oaks
Cook Foundation, Inc.
Commonwealth Fund
Dalhart Humanities Council
Danforth Foundation
Gaylord Donnelley Foundation
William H. Donner Foundation, Inc.
D. M. Ferry, Jr. Trustee Corporation
George F. and Sybil H. Fuller Foundation
Mr. and Mrs. Meyer Goldberg
The Haas Community Fund
Hauberg Foundation
Historical Museum and Institute of Western Colorado
Mr. C. A. Porter Hopkins
Howard and Bush Foundation
Thomas Jefferson Memorial Foundation
The Edgar J. Kaufmann Foundation
John Anson Kittredge Educational Foundation
National Home Library Foundation
Newton, Massachusetts, Walk for Development
Ohio State University Development Fund
I. A. O'Shaughnessy Foundation, Inc.
OSPIRG
Penkovskiy Fund
Joseph Perlov

Polish National Alliance
C. A. Porter
President's Circle, University of Southern California
Smith Richardson Foundation, Inc.
Rockefeller Foundation
Mr. and Mrs. Robert R. Schendel
Jerome H. Stone
The Starr Foundation
Robert D. Taggart
University of Illinois Foundation
University of Virginia Alumni Fund, Inc.
United States Steel Foundation
Oscar van Leer Foundation
Max Wasserman
Gustav Wurzweiler Foundation, Inc.

Gifts of $1,000 to $5,000

Advest, C. T. Schechtman, M.D.
State of Alaska
Elmer and Eleanor Anderson Foundation
Professor Lee F. Anderson
Arlington, Massachusetts, Walk for Development
Max Ascoli Fund, Inc.
Association for Preservation of Virginia Antiquities
Mrs. Ellsworth Augustus
Mr. and Mrs. Bromwell Ault
Dr. and Mrs. Alexander Bayer
Smith Bagley
Philip and Muriel Berman Foundation
Robert L. Bickford, Jr.
Billerica, Massachusetts, Walk for Development
John Stewart Bryan Memorial Foundation
Dr. Joseph E. Burns
City of Cheyenne, Wyoming
Chicopee, Massachusetts, Walk for Development
Queene Ferry Coonley Foundation
Corning Glass Works Foundation
Frederick C. Crawford
Mrs. A. Henry Detweiler
The Henry L. and Grace Doherty Charitable Foundation, Inc.
The Dramatists Guild Fund, Inc.
Barney Dreyfuss Charitable Foundation
Mr. and Mrs. Stephen M. DuBrul, Jr.
Eastern Associated Foundation
Mr. and Mrs. Allen Eaton
J. Ollie Edmunds
John B. Elliott
Essex County Jewish Community Philanthropic Fund
Samuel S. Fels Fund
First National Bank of St. Paul
Foundation of SUNY, Binghamton
Margery and Paul Friedlander Foundation
Fuller Foundation, Inc.
General Mills Foundation
Arnold I. Goldberg
Goldman, Sachs and Company
D. S. and R. H. Gottesman Foundation
H. J. Greenblatt, M.D.
David Greenewalt Charitable Trust
Grotto Foundation
M. F. Hall Educational Foundation
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Hoffberger Foundation, Inc.
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Mr. John G. Howland
Hudson Foundation
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Indiana University Alumni Association
Inter-Tribal Council of Nevada
Johnson Foundation, Inc.
Mr. and Mrs. Eugene W. Kalkin
Kent State University Foundation
Knights of Columbus, Minnesota State Council
Daniel E. Koshland
Mathilde and Arthur Krim Foundation, Inc.
Sam and Mina Krimerman
Kyle Memorial Excavation Fund
Mr. and Mrs. Theodore N. Law
City of Littleton, Colorado
MacDowell Colonists
George A. Macpherson Fund
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J. Michael Mattsson
Robert Earle McConnell Foundation
Paul Mellon
Hardy A. Merrill
Minneapolis Foundation
SE Missouri Archaeological Society
State of Montana, Department of Institutions



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Municipal Arts Society of Baltimore
The Myers Foundation
Richard S. Nelson
The New York Times Foundation, Inc.
Elmer L. Nicholson
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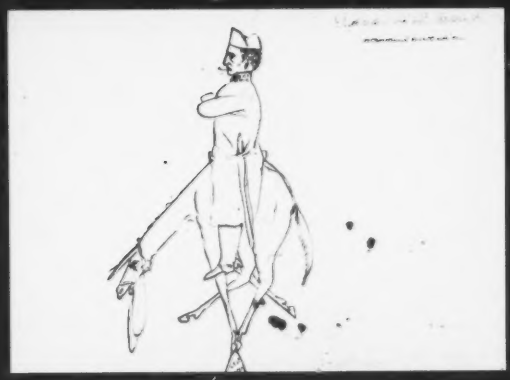
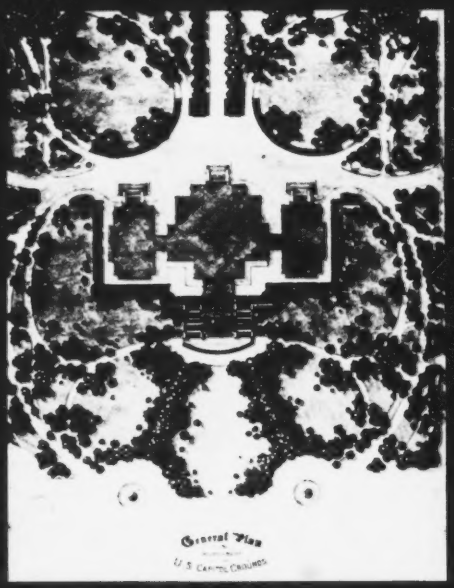
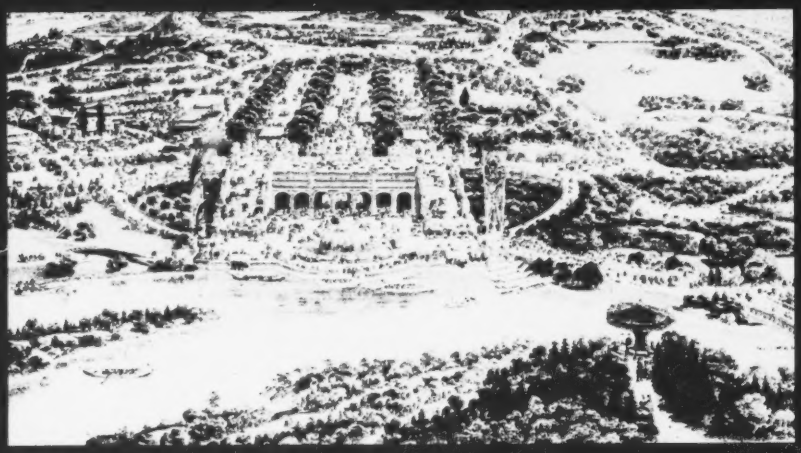
John Witthoft, Department of Anthropology, University of Pennsylvania, Philadelphia

A five-volume edition of the selected papers of Frederick Law Olmsted is being prepared by Charles McLaughlin of American University, Washington, D.C., under a NEH research grant. Olmsted is pictured here at various stages of his life. Also shown are his general plan for the U.S. Capitol grounds; the Chicago's World Fair of 1893, whose grounds were designed by Olmsted; an aerial view of Central Park, New York City, during the summer of 1865, designed by Olmsted in 1857; and a sketch of his idea for an equestrian statue of George Washington to be placed on the Washington Monument.




General Plan
U.S. Capitol Grounds



Appendix H

## National Endowment for the Humanities Staff Listing*

### Office of the Chairman

| | |
|---|---|
| Chairman | Dr. Ronald S. Berman<br>Mrs. Doris Ilcheff |
| Deputy Chairman | Robert J. Kingston<br>Mrs. Henrietta Moody |
| Special Assistant to the Chairman | Patrick O'Sheel<br>Miss Patricia Alexander |
| Staff Assistant | Miss Nell Hennessy |
| Administrative Officer | John W. Jordan<br>Mrs. Ernestine Horne |
| Administrative Assistant | Ray A. Hunsinger |

### Public Information Office

| | |
|---|---|
| Public Information Officer | Darrel E. deChaby<br>Mrs. Renee F. Clay |
| Public Information Specialist | Miss Edythe Robertson |
| Public Information Assistant | Miss Susan Gallagher |

### Office of Planning and Analysis

| | |
|---|---|
| Director | Armen Tashdinian<br>Mrs. Beulah Bethea<br>Mrs. Linda Covington<br>Mrs. Yvonne Moore |
| Program Officer | Dr. Richard Hedrich |
| Research Assistant | Mrs. Donna Kelly |
| Research Assistant | Mrs. Sally Toney |
| Program Specialist | Miss Nancy Moses |
| Librarian | Mrs. Phyllis Stone |

*Staff at the publication of this report rather than at the end of fiscal year 1972.

| | |
|---|---|
| **Division of Fellowships** | |
| Director | Dr. James Blessing |
| | Mrs. Etta L. Jones |
| | Mrs. Lizzie G. Green |
| | Miss Iris Bostic |
| Program Officer | Dr. Guinevere Griest |
| | Miss Mary Foster |
| Program Officer | Julian F. MacDonald |
| | Mrs. Candice Parrish |
| | Miss Susan Scott |
| Program Specialist | Miss Karen Fuglie |
| Program Specialist | Miss Sherrolyn Maxwell |
| Program Specialist | Timothy Gunn |
| **Division of Education** | |
| Acting Director | Dr. Louis Norris |
| | Mrs. Elsie A. Jones |
| | Mrs. Lucinda Lakes |
| | Mrs. Doris Rheaves |
| Program Officer | Harold Cannon |
| | Mrs. Rhona Ready |
| Program Specialist | Mary Susan Cole |
| | Mrs. Sandra Rush |
| Program Specialist | Dr. Janet Berls |
| | Mrs. Shirley Blaney |
| Program Specialist | Miss Judy Yestrumskas |
| Program Specialist | Bartley Horwitz |
| Program Specialist | Miss Adrienne Gyongy |
| **Division of Research** | |
| Director | Dr. William R. Emerson |
| | Miss Seresa Minter |
| Assistant Director | Dr. Simone Reagor |
| Program Officer | David Wallace |
| Program Specialist | Miss Marion C. Blakey |
| Program Specialist | Dr. Geraldine M. Otremba |
| **Division of Public Programs** | |
| Director | Dr. John H. Barcroft |
| | Mrs. Marti Blehm |
| Program Specialist | Miss Susan Wagner |

| | |
|---|---|
| State-Based Programs | |
| Program Officer | Dr. Leonard Oliver |
| | Mrs. Andrea Anderson |
| Program Officer | Dr. James Kraft |
| | Mrs. Kitty L. Green |
| Program Officer | Mrs. Carole F. Huxley |
| | Mrs. Vera K. Yancey |
| Program Officer | Mrs. Signa Dodge |
| Special Projects | |
| Assistant Director | Stephen Goodell |
| Film and Television Programs | |
| Acting Assistant Director | Miss Jeanne Mulcahy |
| | Miss Delia Reddington |
| Museum Programs | |
| Assistant Director | Dr. Kenneth Mathis |
| | Miss Kay Voyatzis |
| Program Officer | Mrs. Deanne H. Winokur |
| Program Development Centers | |
| Assistant Director | William H. Maher |
| | Mrs. Barbara Benson |

**NFAH shared staff**

| | |
|---|---|
| Administrative Office | |
| Director of Administration | Paul P. Berman |
| Administrative Services Officer | William M. Dorie |
| Personnel Officer | David C. Johnstone |
| Financial Manager | Miss Joyce Freeland |
| Office of the General Counsel | |
| Associate General Counsel, Humanities | Joseph R. Schurman |
| | Mrs. Elizabeth Harne |
| Office of Grants (NEH) | |
| Grants Officer | Miss Kathleen C. Brady |
| | Mrs. Sarah Ballard |
| Assistant Grants Officer | Mrs. Jean Wesley |
| Grants Data Specialist | Mrs. Barbara Williams |
| Grants Data Specialist | Mrs. Betty L. Barnes |
| Grants Data Specialist | Phillip Handwerger |

Appendix I

**List of Awards by State, Fiscal Year 1972**

(Senior fellowship awards are a maximum of $18,000. Younger Humanist and Junior College Teacher fellowship awards are a maximum of $11,250).

Alabama

*Summer Stipends*

James A. Curtin (Theater), Troy State University, Troy ..... $2,000

John W. Kitchens (History), Tuskegee Institute, Tuskegee ..... 2,000

*Education Programs*

Alabama State University, Montgomery

Otis D. Simmons, Institute on the Integration of the Humanities ..... 20,000

Tuskegee Institute, Tuskegee

J. Brooke Hamilton, The Tuskegee Institute Program in Black Philosophy and Experience ..... 25,000

University of Alabama, Huntsville

Ralph M. Hudson, Preparation of Slide Lecture Sets on Afro-American Art ..... 16,084

University of Alabama, University

Leon J. Weinberger, A Pilot Program on Religious Studies for Alabama Public School Teachers ..... 21,210

Alaska

*Summer Stipend*

Robert E. Haines (American Literature), University of Alaska, College ..... 2,000

*Junior College Teacher Fellowship*

Craig W. Mishler (American Folklore), Anchorage Community College, Anchorage..

*Public Programs*

Alaska Humanities Task Force, Anchorage

Robert A. Frederick, Program Design Grant for a State-Wide Public Program in the Humanities ..... 15,000

Alaska Humanities Forum, Anchorage

Don DaFoe, Operational Grant for a State-Wide Public Program in the Humanities. 135,000

Arizona

*Younger Humanist Fellowships*

H. Guy Bensusan (Interdisciplinary Studies in Comparative Arts), Northern Arizona University, Flagstaff

Rolf Ekmanis (Latvian/Russian), Arizona State University, Tempe

Ernest E. Leavitt, Jr. (Anthropology), Arizona State Museum, University of Arizona, Tucson

Dennis V. Moran (American Literature), Arizona State University, Tempe

*Junior College Teacher Fellowships*

Dorothy L. Bray (Linguistics), Central Arizona College, Coolidge

Dianne P. Rood (American Literature), Phoenix College, Phoenix

Ralph J. Turner (Art/Natural Science), Pima College, Tucson

*Fellowships in Selected Fields*

University of Arizona, Tucson

Edward H. Spicer, Two Fellowships in American Indian Historical, Social and Cultural Studies ..... 24,000

The Two Individual Recipients Are:

Donald M. Bahr, Arizona State University, Tempe, Arizona

Robert H. Keller, Jr., Western Washington State College, Bellingham, Washington

*Education Programs*

University of Arizona, Tucson

Byrd H. Granger, Folklore and Cultural Awareness in the Schools ..... $100

University of Arizona, Tucson

Byrd H. Granger, Folklore and Cultural Awareness ..... 30,000

Valle Del Sol, Inc., Phoenix

Joe Eddie Lopez, Mexican-American Studies ..... 30,000

*Public Program*

Arizona Historical Foundation, Tempe

Sue Wilson Abbey, History of the Arizona Territory and the Colorado River Indian Tribe, 1862–75 ..... 9,750

Arkansas

*Younger Humanist Fellowship*

Patricia W. McGraw (American Literature), Philander Smith College, Little Rock

*Summer Stipend*

Jonathan J. Wolfe (American History), Arkansas Polytechnic College, Russellville ..... 2,000

*Education Programs*

Arkansas Consortium for the Humanities, Walnut Ridge

Evan Ulrey, Humanities Planning Grant ..... 29,657

Philander Smith College, Little Rock

W.R. Hazzard, Humanities Planning Grant ..... 25,000

*Research Program*

The Arkansas Archeological Survey, Fayetteville

J. Cynthia Weber (Archeology) ..... 14,640

California

*Younger Humanist Fellowships*

Richard M. Abrams (American History), University of California, Berkeley

Larry M. Ayres (Art), University of California, Santa Barbara

Julia K. Bader (American Literature), University of California, Berkeley

William Berg (Classical Humanities), Stanford University, Stanford

Alan D. Biller (History), Pomona College, Claremont

Gordon G. Brittan, Jr. (Philosophy), University of California, Irvine

Barbara K. Bundy (Comparative Literature/Philosophy), Dominican College, San Rafael

Herbert M. Cole (Art), University of California, Santa Barbara

Roger A. de Laix (Classical History), University of California, San Diego, La Jolla

John P. Diggins (American History), University of California, Irvine

Heinrich R. Falk (Theater), San Fernando Valley State College, Northridge

Ismith M. Khan (Comparative Literature in Multi-Racial Societies), University of California, San Diego, La Jolla

Gordon L. Kipling (English), University of California, Los Angeles

James A. McGilvray (Linguistics), Pomona College, Claremont

Robert D. Merideth (American Studies), University of California, Davis

Raymond I. Parnas (Criminology), University of California, Davis

David R. Peck (American Literature), California State College, Long Beach

Randall C. Reid (American Literature), Deep Springs College, Deep Springs

Kevin W. Robb (Classical Languages), University of Southern California, Los Angeles

Guillermo Rojas (American Literature), University of California, Davis

Duane E. Smith (Political Science), University of California, Los Angeles

Sylvia Snowiss (Political Science), San Fernando Valley State College, Northridge
Shirley A. Van Marter (English), University of California, Irvine
Ben M. Vorpahl (American Literature), University of California, Los Angeles
John E. Wills, Jr. (History), University of Southern California, Los Angeles

*Summer Stipends*

| | |
|---|---|
| Les K. Adler (American History), Sonoma State College, Rohnert Park | $2,000 |
| Kenneth J. Atchity (Comparative Literature), Occidental College, Los Angeles | 2,000 |
| Leonard Barkan (English), University of California, San Diego, La Jolla | 2,000 |
| Kenneth D. Barkin (History), University of California, Riverside | 2,000 |
| Albert R. Braunmuller (English), University of California, Los Angeles | 2,000 |
| Robert S. Gerstein (Jurisprudence), University of California, Los Angeles | 2,000 |
| Bertram M. Gordon (History), Mills College, Oakland | 2,000 |
| James Goss (Philosophy of Religion), San Fernando Valley State College, Northridge | 2,000 |
| Robert C. Howell (Philosophy), Stanford Univeristy, Stanford | 2,000 |
| Ronald F. Kotre (Classical Languages), University of California, Irvine | 2,000 |
| Eleanor R. Long (English), University of Santa Clara, Santa Clara | 2,000 |
| Luther S. Luedtke (American Intellectual History), University of Southern California, Los Angeles | 2,000 |
| Francis J. Marcolongo (Philosophy), University of California, Riverside | 2,000 |
| Steven A. Smith (Philosophy), Claremont Men's College, Claremont | 2,000 |
| James S. Torrens (American Literature), University of Santa Clara, Santa Clara | 2,000 |
| Joanna G. Williams (History of Art), University of California, Berkeley | 2,000 |

*Junior College Teacher Fellowships*

Norman T. Alger (Anthropology), Moorpark College, Moorpark
Cecelia L. Arrington (American History), Merritt Junior College, Oakland
Albert A. Byrd (Art), Sacramento City College, Sacramento
Kenneth M. Colson (American Archaeology/Anthropology), West Valley College, Saratoga
Polly M. Fitch (Speech/Theatre), Victor Valley College, Victorville
Katherine N. Hondius (Art), City College of San Francisco, San Francisco
Joseph Kraus (German), Los Angeles Valley College, Van Nuys
Rudolph M. Lapp (American History), College of San Mateo, San Mateo
Carlos U. Lopez (American History), Menlo College, Menlo Park
Jim Rosen (Art, Architecture and the Environment), Santa Rosa Junior College, Santa Rosa
Theresa P. Santangelo (Theater), Fullerton Junior College, Fullerton

*Senior Fellowships*

Gabriel Almond (History/Political Science), Stanford University, Stanford
Jonas A. Barish (English/Theater), University of California, Berkeley
Robert Brentano (History of Religion), University of California, Berkeley
Herbert A. Davidson (Medieval Philosophy), University of California, Los Angeles
Alan Dundes (Folklore), University of California, Berkeley
Peter Duus (History), Claremont Graduate School, Claremont
Arthur E. Gordon (Classical Archaeology), University of California, Berekley
Otis L. Graham (American History), University of California, Santa Barbara
Ulrich C. Knoepflmacher (English), University of California, Berkeley
Spiro K. Kostof (Architectural History), University of California, Berkeley
Joseph F. Lambert (Philosophy), University of California, Irvine



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Kurt Mueller-Vollmer (Comparative Literature), Stanford University, Stanford
Carlos G. Norena (Philosophy), University of California, Santa Cruz
Thomas G. Rosenmeyer (Comparative Literature), University of California, Berkeley
Jeffrey B. Russell (History of Religion), University of California, Riverside
Wallace E. Stegner (American History and Literature), Stanford University, Stanford
Wilfred H. Stone (English), Stanford University, Stanford

*Fellowships in Selected Fields*

University of California, Berkeley
William A. Shack, Three Fellowships in Afro-American Historical, Social and Cultural Studies ..... $36,000
The Three Individual Recipients Are:
Thomas A. Brennan, University of South Alabama, Mobile, Ala.
Jean A. Hagins, Valparaiso University, Valparaiso, Ind.
Wade W. Nobles, Stanford University, Stanford, Calif.

Stanford University, Stanford
St. Clair Drake, Three Fellowships in Afro-American Historical, Social and Cultural Studies ..... 36,000
The Three Individual Recipients Are:
Harold Connolly, Pace College, Pleasantville, N.Y.
Robert T. Garner, San Francisco State College, San Francisco, Calif.
Wendell J. Gorum, Moorhead State College, Moorhead, Minn.

Stanford University, Stanford
St. Clair Drake, Three Fellowships in Afro-American Historical, Social and Cultural Studies ..... 28,500
The Three Individual Recipients Are:
Kenneth Acrea, St. Cloud State College, St. Cloud, Minn.
Jesse J. Bradford, Bakersfield College, Bakersfield, Calif.
Brenda Jean Saunders, Office of Continuing Education, New York, N.Y.

University of California, Los Angeles
Simon Gonzalez, Two Fellowships in Mexican-American Historical, Social and Cultural Studies ..... 24,000
The Two Individual Recipients Are:
Enrique Cortes, University of California, Los Angeles, Calif.
Raymond J. Gonzales, California State College, Bakersfield, Calif.

University of California, Santa Barbara
Jesus Chavarria, Two Fellowships in Mexican-American Historical, Social and Cultural Studies ..... 24,000
The Two Individual Recipients Are:
Carlos Zamora, University of California, Santa Barbara, Calif.
Donald J. Reyes, Northern Illinois University, DeKalb, Ill.

*Education Programs*

American Indian Historical Society, San Francisco
Jeannette H. Costo, Development and Teacher Training in Native American History and Cultures ..... 64,200

Bayview-Hunters Point College, San Francisco
William A. Delaney, The Political Philosophy/Minority Economic Development Program ..... 9,950

Chicano Film Associates, Berkeley
Mario Barrera, Carlos Cortes, R. Alex Campbell, Production of a Film on the History of San Francisco ..... 25, 190
Coast Community College District, Costa Mesa
Maxine Gundry, Study of Elizabethan Literature ..... 5, 517
Coast Community College District, Costa Mesa
Dwayne L. Merry, Production of an Instructional Television Series in Cultural Anthropology ..... 50, 000
Los Angeles City College, Los Angeles
Hope Holcomb, Humanities Curriculum Planning Project ..... 29, 820
Moorpark College, Moorpark
Howard Siegel, Humanities Program in a Community College ..... 150
Peralta Junior College District, Oakland
Melvin Newton, Afro-American Curriculum Development ..... 102, 249
Sacramento City College, Sacramento
Isabel Shaskan, Humanities Curriculum Planning Project ..... 30, 000
San Diego State College, San Diego
Carlos G. Velez, Mexican-American Studies Project ..... 30, 000
Stanford University, Stanford
Carl B. Spaeth, Curriculum Development Program in International Relations ..... 366, 872
University of California, Berkeley
J. Desmond Clark, Study of Early Man in the Dordogne Valley of France ..... 52, 050
University of California, Berkeley
David Daube, Summer Institute of Roman Law ..... 27, 600
University of California, Los Angeles
Marvin Adelson, Humanities Curriculum Planning Project ..... 29, 000
University of California, Los Angeles
P. Pierre Delougaz, Museum Project ..... 8, 736
University of Southern California, Los Angeles
John Orr, Humanities Curriculum Planning Project ..... 25, 000

*Research Programs*

Church Divinity School of the Pacific, Berkeley
Francis Ian Andersen (Linguistics) ..... 7, 590
Claremont Graduate School, Claremont
Hans D. Betz (Linguistics) ..... 16, 413
Claremont Graduate School, Claremont
James M. Robinson (History) ..... 10, 200
Stanford University, Stanford
John W. Lewis (History/Political Science) ..... 14, 740
Stanford University, Stanford
Kennell Jackson, Jr. (History) ..... 12, 521
Stanford University, Stanford
William H. McCullough (Language) ..... 50, 000
University of California, Berkeley
Ira M. Heyman (Oral History) ..... 40, 000
University of California, Los Angeles
Stanford J. Shaw (History) ..... 20, 920

University of California, Los Angeles
Giorgio Buccellati (Linguistics) ..... $19, 787
University of California, Los Angeles
Maximillian E. Novak (Literature) ..... 25, 000
University of California, Los Angeles
Wayland D. Hand (Folklore/Medicine) ..... 15, 162
University of California, Los Angeles
Fredi Chiapelli (European History) ..... 14, 989
University of California, Santa Barbara
William Frost (Linguistics) ..... 14, 977
University of Southern California, Los Angeles
John A. Schutz (American History) ..... 35, 800
Unaffiliated, San Francisco
Guitty Azarpay (History of Art) ..... 5, 200
Unaffiliated, Berkeley
Walter J. Fischel (History) ..... 5, 510

*Public Programs*

African-American Historical and Cultural Society of San Francisco, Inc., San Francisco
Ralph A. Prater, Project in Adult Education in the Humanities in the San Francisco Area ..... 8, 400
American Film Institute, Beverly Hills
American History Film Design Program ..... 25, 000
Community Television of Southern California (KCET), Los Angeles
Planning for a Humanities Film Series ..... 10, 000
Douglass House Foundation, Los Angeles
Budd Schulberg, Watts Writers Workshop and Affiliated Branches ..... 68, 222
San Diego State College Foundation, San Diego
Film Series on Urbanism in America ..... 127, 696
University of California, Los Angeles
Rosalind Loring, The Western Center of the National Humanities Series ..... 314, 516

*Office of Planning*

University of California at San Diego, La Jolla
Caleb A. Lewis, Development of College-Level Courses for Dissemination by Newspapers ..... 96, 000

*Youthgrants in the Humanities*

Richard E. Hughes, Cotati
Archaeological Excavation of Goose Lake Basin ..... 4, 760
Glenn H. Jordan, Sacramento
Study of the Black Holiness Church ..... 6, 252
United Teachers/Los Angeles, Los Angeles
Stephen B. Wright, Study of High School Student Racial Stereotypes ..... 3, 992

Colorado

*Younger Humanist Fellowships*

John N. Graham (American Literature), University of Colorado, Boulder
Kenneth W. Rock (Austrian or Hapsburg History), Colorado State University, Fort Collins

*Summer Stipend*

Mark T. Gilderhus (American History), Colorado State University, Fort Collins ..... $2,000

*Education Programs*

Colorado College, Colorado Springs

Joseph T. Gordon, Humanities Curriculum Planning Project ..... 27,052

Fort Lewis College, Durango

Robert W. Delaney, Institute for Teachers of Indians ..... 10,177

Temple Buell College, Denver

Daniel Lovelace, Chinese Humanities: An Inquiry into New Approaches ..... 27,166

University of Colorado, Boulder

Allan R. Taylor, Preparation of a Lakhota Language Course ..... 60,980

University of Denver, Denver

Robert E. Roeder, Five-Year Humanities Curriculum Development Program ..... 254,325

University of Denver, Denver

Charles Rivera, Improvement of International Studies at the Secondary School Level ..... 53,388

Western Interstate Commission for Higher Education, Boulder

Robert S. Hullinghorst, Resources Development Internship Program ..... 57,500

*Research Programs*

Colorado State University, Fort Collins

Robert Zoellner (History/Psychology) ..... 10,535

*Public Programs*

National Endowment for the Humanities Colorado Committee, Denver

William E. Marshall, Program Design Grant for a State-Wide Public Program in the Humanities ..... 9,900

University of Denver, Denver

Kate P. Kent, Museum Fellowship Program ..... 5,400

*Youthgrants in the Humanities*

Fort Collins Drug Education Project, Fort Collins

Jacie Espinoza, Bilingual Summer Program for Mexican-American Youth ..... 8,033

Connecticut

*Younger Humanist Fellowships*

Robert Bailey (Music), Yale University, New Haven

John W. Blassingame (History), Yale University, New Haven

John G. Clifford (American History), University of Connecticut, Storrs

Hugh M. Hamill, Jr. (History), University of Connecticut, Storrs

Paula C. Johnson (English), Yale University, New Haven

Richard H. Stamelman (French), Wesleyan University, Middletown

Edmund S. Wehrle (History), University of Connecticut, Storrs

*Summer Stipend*

Standish D. Lawder (History of the Cinema), Yale University, New Haven ..... 2,000

*Junior College Teacher Fellowships*

James E. Childs (American Literature), Middlesex Community College, Middletown

Albert Christopher (Interdisciplinary), Unaffiliated, Norwalk

*Senior Fellowships*

James E. Dittes (Religion), Yale University, New Haven

Ursula S. Lamb (History), Yale University, New Haven

Arthur A. Leff (Jurisprudence), Yale Law School, New Haven

Claude V. Palisca (Music), Yale University, New Haven

Marvin H. Pope (Mythology), Yale University, New Haven
Vincent J. Scully (Art), Yale University, New Haven
John D. Seelye (American Studies), University of Connecticut, Storrs
Holly Stevens (American Literature), *Yale Review*, New Haven
Rene Wellek (Comparative Literature), Yale University, New Haven

*Fellowships in Selected Fields*

Yale University, New Haven
Roy Bryce-LaPorte, Two Fellowships in Afro-American Historical, Social and Cultural Studies ..... $24,000
The Two Individual Recipients Are:
William B. Helmreich, Georgia State University, Atlanta, Ga.
Edith F. Hurwitz, No Academic Affiliation, Brooklyn, N.Y.

*Education Programs*

University of Connecticut, Storrs
Jerome Shaffer, Summer Institute in the Theory of Knowledge ..... 50,000
University of Connecticut, Storrs
Jerome Shaffer, The Visiting Philosopher Program for Two-Year Colleges ..... 78,000
University of Connecticut, Storrs
Jerome Shaffer, The Visiting Philosopher Program ..... 13,500
University of Connecticut, Storrs
Jerome Shaffer, Summer Institute in the Philosophy of Language ..... 14,550
University of Connecticut, Storrs
John J. Hall, The Inner College Project ..... 10,000
University Film Study Center, New Haven
Hugh Evans, University Film Study Center Research Program ..... 11,000
Yale University School of Drama, New Haven
Robert Brustein, Development of Doctor of Fine Arts Program in Criticism and Dramatic Literature ..... 150,000

*Research Programs*

University of Connecticut, Storrs
Arthur Corwin (American History) ..... 14,566
University of Connecticut, Storrs
Albert E. Van Dusen (American History) ..... 30,550
Yale University, New Haven
Egbert Haverkamp-Begemann (Art History) ..... 10,000
Yale University, New Haven
Richard S. Sylvester (History) ..... 29,080
Yale University, New Haven
Hans W. Gatzke (German History) ..... 23,621
Yale University, New Haven
Judah Goldin (Literature) ..... 3,525
Yale University, New Haven
George Kubler (Art History) ..... 14,622
Yale University, New Haven
Raymond P. Morris (History) ..... 10,000
Yale University, New Haven
William W. Hallo (History) ..... 21,550

Yale University, New Haven
Gavin R. G. Hambly (History) ..... $4, 200
Yale University, New Haven
Vivian Perlis (History of Music) ..... 9, 897
Yale University, New Haven
Basil Henning (English History) ..... 29, 667
Yale University, New Haven
J. H. Hexter (History) ..... 75, 879
Yale University, New Haven
R. W. B. Lewis (American History Literature) ..... 15, 419

*Public Programs*
University of Connecticut, Storrs
Pilot Television Film on the Italian Renaissance ..... 33, 000
Yale University, New Haven
Charles F. Montgomery, Museum Fellowship Program ..... 10, 800

*Youthgrants in the Humanities*
Yale University, New Haven
John Faragher, Study of Family Structure on the Overland Trail ..... 1, 560

Delaware

*Research Program*
University of Delaware, Newark
Daniel P. Biebuyck (Art History) ..... 22, 874

*Public Programs*
Delaware Committee on the Humanities, Newark
John A. Murray, Program Design Grant for a State-Wide Public Program in the Humanities ..... 12, 000
University of Delaware, Newark
Carol E. Hoffecker, Hagley Museum Program ..... 27, 000
University of Delaware, Newark
George Frick, Winterthur Museum Program ..... 27, 000

District of Columbia

*Younger Humanist Fellowships*
Lydia E. Fakundiny (English), Federal City College
Mary W. McHenry (American Literature), Federal City College

*Senior Fellowship*
Sister Mary Francis McCarthey (German), Trinity College

*Special Fellowship*
Roland Freeman (Photojournalism), No Academic Affiliation ..... 18, 000

*Fellowships in Selected Fields*
Howard University
Arthur P. Davis, Three Fellowships in Afro-American Historical, Social and Cultural Studies ..... 36, 000
The Three Individual Recipients Are:
Ralph H. Hoppe, Concordia College, Moorhead, Minn.
M. Marlene Mosher, Tuskegee Institute, Tuskegee, Ala.
Hanes Walton, Jr., Savannah State College, Savannah, Ga.

Smithsonian Institution
John C. Ewers and William C. Sturtevant
Two Fellowships in American-Indian Historical, Social and Cultural Studies ..... $24,000
The Two Individual Recipients Are:
Margot Pringle Liberty, University of Missouri, Columbia, Mo.
Peter Stone, Duke University, Durham, N.C.

*Education Programs*

Books for the People Fund, Inc.
Martha V. Tomé, Reading List in Spanish for Schools and Public Libraries ..... 15,380

Community Improvement Through Youth
Arnold Freiman, Internship Program in the Community ..... 10,000

Corcoran Gallery of Art
David Stephens, Educational Resources for Art Teachers ..... 42,400

Folger Institute of Renaissance and Eighteenth-Century Studies
R. J. Schoeck, Workshops and Seminars for the Development of the Folger Institute ..... 56,800

George Washington University
Clarence Mondale, Humanities Development Program ..... 682,730

Howard University
Vada E. Butcher, The Center for Ethnic Music Project ..... 132,400

Howard University
William Cunningham, Library Development Program ..... 100,000

Procedural Aspects of International Law Institute
Richard B. Lillich, Human Rights Coursebook ..... 19,363

Puerto Rican Research & Resources Center
Antonia Pantoja, Annotated Bibliography on Puerto Rico and the Puerto Ricans ..... 37,120

Smithsonian Institution
Jerome Sandler, Reading Materials for Hispanic American Children ..... 722

*Research Programs*

American Film Institute
Sam Kula (Film Documentation) ..... 99,712

American University
Charles C. McLaughlin (American History) ..... 17,400

Center for Applied Linguistics
Thomas A. Sebeok (Linguistics) ..... 11,750

Georgetown University
John F. Callahan (Philosophy) ..... 10,820

George Washington University
Edward R. Weismiller (English Literature) ..... 22,521

No Academic Affiliation
L. Harold DeWolf (Criminology) ..... 6,293

No Academic Affiliation
Constance M. Green (American History/Urban Studies) ..... 3,500

No Academic Affiliation
Eleanor S. Quandt (Art History) ..... 8,400

*Public Programs*

George Washington University
Arthur E. Burns, Museum Fellowship Program ..... 10,800

*Office of Planning*

Smithsonian Institution

Ann Bay, Analysis of Selected Pre-College Museum Education Programs in the United States ..... $11,643

*Youthgrants in the Humanities*

Youth Project/People's Bicentennial Commission, Jeremy Rifkin

Revolutionary War Research Project ..... 7,210

Florida

*Younger Humanist Fellowships*

Jean Casagrande (French/Linguistics), University of Florida, Gainesville .....

Richard T. Chang (Law), University of Florida, Gainesville .....

Kenneth N. Kurtz (Theatre), University of Miami, Coral Gables .....

Neill Macaulay (History), University of Florida, Gainesville .....

James H. Matthews (English), Florida Presbyterian College, St. Petersburg .....

Raymond A. Mohl (American History), Florida Atlantic University, Boca Raton .....

Willis H. Truitt (Interdisciplinary), University of South Florida, Tampa .....

*Summer Stipends*

Bruce F. Pauley (History), Florida Technological University, Orlando ..... 2,000

Marcello Truzzi (Sociology), New College, Sarasota ..... 2,000

*Junior College Teacher Fellowships*

James A. Guest (Russian), Pensacola Junior College, Pensacola .....

Janet V. King (Art/Art History and Appreciation), Lake Sumter Community College, Leesburg .....

Wickie B. Whalen (History), Miami-Dade Junior College North, Miami .....

*Education Programs*

Florida State University, Tallahassee

Robert A. Spivey and Rodney F. Allen, Preparation of Dissemination Media for Religion in Public Education ..... 36,000

Stetson University, Deland

Charles H. Andrews, Humanities Curriculum Planning Project ..... 20,000

*Research Programs*

University of South Florida, Tampa

John M. Sidor (Political Science) ..... 6,321

No Academic Affiliation

Leslie A. Marchand (English Literature) ..... 15,000

*Public Program*

Florida Citizens' Committee for the Promotion of the Humanities, Tallahassee

Sidney S. Henry, Operational Grant for a State-Wide Public Program in the Humanities ..... 150,000

Georgia

*Younger Humanist Fellowships*

George E. Core (English), University of Georgia Press, University of Georgia, Athens

David P. Forsythe (Political Science), Georgia State University, Atlanta

John A. Middleton (American Literature), Georgia State University, Atlanta

Harry G. Rusche (History), Emory University, Atlanta

*Summer Stipend*

William R. Myers (Ancient Archaeology), Clark College, Atlanta ..... 2,000

*Junior College Teacher Fellowship*
Edward D. Mobley (Interdisciplinary), Dalton Junior College, Dalton
*Education Program*
Morehouse College, Atlanta
Herman F. Bostick, Humanities Curriculum Planning Project ..... $24, 650
*Research Program*
No Academic Affiliation, Columbus
Warren P. Brown, Jr. (Art History) ..... 14, 982

Hawaii

*Summer Stipend*
Joan M. Berninger (History and Philosophy of Religion), St. Anthony High School, Wailuku, Maui ..... 2, 000
*Senior Fellowship*
Robert K. Sakai (History), University of Hawaii, Honolulu
*Education Program*
University of Hawaii, Honolulu
John Young, Japanese Language study ..... 27, 466
*Research Program*
University of Hawaii, Honolulu
Rex A. Wade (Russian History) ..... 10, 895
*Public Program*
Hawaii Committee for the Humanities, Honolulu
Thomas H. Hamilton, Program Design Grant for a State-Wide Public Program in the Humanities ..... 10, 000

Idaho

*Summer Stipend*
Charles E. Umbanhowar (Political Science), Idaho State University, Pocatello ..... 2, 000
*Education Program*
Idaho Board of Education, Division of Continuing Education, Boise
David H. Grover, Basque Cultural Appreciation Program ..... 52, 28
*Research Program*
Idaho State University, Pocatello
Douglas R. Parks (Language) ..... 11, 520

Illinois

*Younger Humanist Fellowships*
Rolf W. Ahlers (Philosophy), Illinois College, Jacksonville
Robert L. Bireley (History), Loyola University, Chicago
Burton J. Bledstein (American History), University of Illinois at Chicago Circle, Chicago
Harold I. Brown (Philosophy), Northern Illinois University, Dekalb
Priscilla P. Clark (Sociology of Literature), University of Illinois at Chicago Circle, Chicago
Thomas H. Guback (Communications), University of Illinois, Urbana
Marios B. Raizis (Comparative Literature), Southern Illinois University, Carbondale
Donald M. Scott (American History), University of Chicago, Chicago
Eugene P. Trani (American History), Southern Illinois University, Carbondale
William R. Veeder (American Literature), University of Chicago, Chicago

Richard H. Weisberg (French Literature/Comparative Literature), University of Chicago, Chicago

*Summer Stipends*

| | |
|---|---|
| Michael C. Batinski (American History), Southern Illinois University, Carbondale | $2,000 |
| Keith M. Cushman (English), University of Chicago, Chicago | 2,000 |
| Robert T. Dirks (Anthropology), Illinois State University, Normal | 2,000 |
| Gary L. Heath (Education), Illinois State University, Normal | 2,000 |
| John H. Langbein (Legal History), University of Chicago Law School, Chicago | 2,000 |
| Carol A. LaBranche (Art), University of Illinois, Chicago | 2,000 |
| S. Sue Nebel (German), Loyola University of Chicago, Chicago | 2,000 |
| James J. Sheehan (History), Northwestern University, Evanston | 2,000 |
| Danguole J. Variakojis (Anthropology), Loyola University of Chicago, Chicago | 2,000 |

*Junior College Teacher Fellowships*

Edgar H. Dewell, Jr. (Art), College of Du Page, Glenn Ellyn
Carol L. Dworkin (Music), Kendall College, Evanston
Edith Lebed (American Literature), Thornton Community College, South Holland
Lloyd E. Oehlke (Sociology), Rock Valley College, Rockford
E. Gary Samuelson (Music), Lake Land College, Mattoon
Alphonse M. Stadler (Ancient Archaeology), John A. Logan College, Carterville

*Senior Fellowships*

Bernard J. Diggs (Philosophy), University of Illinois, Urbana
Philip Kolb (French), University of Illinois, Urbana
Samuel Schoenbaum (English), Northwestern University, Evanston
Conard D. Totman (History), Northwestern University, Evanston
Clarence L. Ver Steg (American History), Northwestern University, Evanston

*Fellowships in Selected Fields*

University of Chicago, Chicago
Fred R. Eggan, Two Fellowships in American Indian Historical, Social and Cultural Studies ..... 24,000
The Two Individual Recipients Are:
Lawrence J. Evers, University of Nebraska, Lincoln, Nebr.
Martin D. Topper, Northwestern University, Evanston, Ill.

*Education Programs*

Illinois Institute of Technology, Chicago
Julie P. Gordon, Experimental Film Program ..... 3,660
Newberry Library, Chicago
D'Arcy McNickle, Center for the History of the American Indian ..... 20,000
Northwestern University, Evanston
B. Claude Mathis, Teaching in the Field of Philosophy of Education ..... 3,859
Northwestern University, Evanston
George H. Daniels, Research and Training Center for the Interdisciplinary Study of Science and Technology ..... 50,000
University of Illinois, Urbana
Harry S. Broudy, Humanities Curriculum Planning Project ..... 29,978
William Rainey Harper College, Palatine
Richard Lockwood, Development of Instructional Materials for Use in the Community College General Humanities Course ..... 14,780

*Research Programs*

Illinois State University, Normal
Roger R. Easson (Literature/Art History) ..... $14, 638

Newberry Library, Chicago
Lester J. Cappon (American History) ..... 100, 000

Northwestern University, Evanston
Ronald Cohen (Anthropology) ..... 10, 000

Northwestern University, Evanston
Johannes Fabian (Anthropology) ..... 13, 964

Northwestern University, Evanston
Robert E. Lerner (History) ..... 17, 307

Northwestern University, Evanston
James E. Packer (Art History) ..... 13, 000

Northwestern University, Evanston
David Joravsky (Russian History/Philosophy) ..... 2, 000

Roosevelt University, Chicago
Elizabeth Balanoff (Oral History) ..... 10, 000

University of Chicago, Chicago
George W. Stocking, Jr. (History of Anthropology) ..... 16, 664

University of Chicago, Chicago
Harrie A. Vanderstappen (Art History) ..... 14, 010

University of Chicago, Chicago
Norman Golb (History) ..... 1, 346

University of Illinois, Urbana
Shin T. Kang (Linguistics) ..... 16, 831

Unaffiliated, Chicago
Victor M. Cassidy (Literature) ..... 14, 675

*Public Programs*

Chicago Public Library, Chicago
Alex Ladenson, The City in Historic and Philosophic Context ..... 22, 000

University of Chicago, Chicago
Philip M. Nowlen, Support for Two Conferences on the Humanities ..... 31, 189

*Youthgrants in the Humanities*

Illinois Labor History Society, Chicago
David Brosch, Historical Study of Chicago Steel Mill Communities ..... 4, 339

Indiana

*Younger Humanist Fellowships*

Luis Davila (Spanish), Indiana University, Bloomington
William F. Hansen (Linguistics), Indiana University, Bloomington
Peter A. Lindenbaum (English), Indiana University, Bloomington
Donald L. Parman (American History), Purdue University, Lafayette
H. Ronald Weber (American Literature), University of Notre Dame, Notre Dame

*Summer Stipends*

Lawrence M. Clopper (English), Indiana University, Bloomington ..... 2, 000
Lester C. Lamon (History), Indiana University, South Bend ..... 2, 000
Paul R. Messbarger (American Literature), St. Mary's College, Notre Dame ..... 2, 000
John H. Williams (History), Indiana State University, Terre Haute ..... 2, 000

*Senior Fellowship*

John S. Tuckey (American Literature), Purdue University, Calumet Campus, Hammond

*Fellowships in Selected Fields*

Indiana University, Bloomington

Harold E. Driver, Two Fellowships in American Indian Historical, Social and Cultural Studies ..... $24,000

The Two Individual Recipients Are:

Richard P. Chaney, University of Oregon, Eugene, Oreg.

James A. Goss, Washington State University, Pullman, Wash.

University of Notre Dame, Notre Dame

Julian Samora, Two Fellowships in Mexican-American Historical, Social and Cultural Studies ..... 24,000

The Two Individual Recipients Are:

Roberto Jesus Garza, Oklahoma State University, Stillwater, Okla.

Richard E. Lopez, University of California, Davis, Calif.

*Education Programs*

Earlham College, Richmond

Richard Davis and Leonard Clark, Humanities Curriculum Development Program ..... 220,388

Indiana University, Bloomington

John M. Thompson, World History in American High Schools ..... 59,265

*Research Programs*

Indiana University, Bloomington

Thomas W. Jacobsen (Archaeology) ..... 9,000

Indiana University Foundation, Bloomington

Patrick J. Furlong (American History) ..... 15,000

Indiana University Foundation, Bloomington

Thomas W. Jacobsen (Archaeology) ..... 29,597

University of Notre Dame, Notre Dame

Edward Manier (History and Philosophy of Science) ..... 8,628

University of Notre Dame, Notre Dame

Donald P. Kommers (European History) ..... 5,192

University of Notre Dame, Notre Dame

Eugene J. Leahy (History/Music) ..... 21,205

*Public Program*

Indiana Committee for the Humanities, Evansville

Marvin E. Hartig, Program Design Grant for a State-Wide Public Program in the Humanities ..... 11,409

*Office of Planning*

Indiana University Foundation, Bloomington

Thomas A. Sebeok, Reading List in Linguistics ..... 1,583

Iowa

*Younger Humanist Fellowships*

Susan L. Hawk (English), University of Iowa, Iowa City

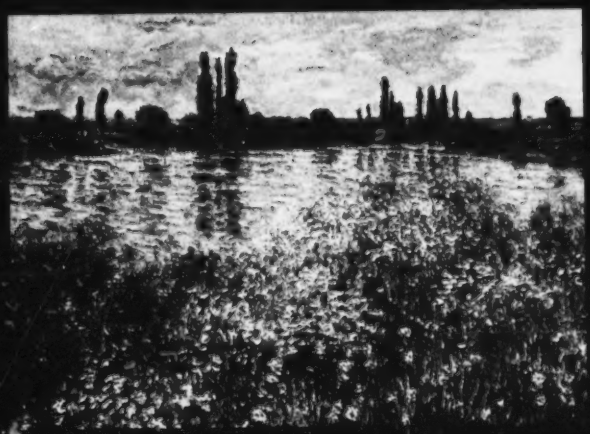
William E. Wilkie (History), Loras College, Dubuque

*Junior College Teacher Fellowships*

Sharlene F. Gillette (Sociology), Des Moines Area Community College, Boone

James H. Padilla (Linguistics), Kirkwood Community College, Cedar Rapids

Reproductions of several masterpieces contained in Lord Kenneth Clark's six-part film series "Pioneers of Modern Painting" being distributed nationally wth NEH support by the National Gallery of Art (see page 23). (Photos courtesy of the National Gallery of Art)



Henri Julien Rousseau

Arvil C. Parks (History), Iowa Lakes Community College, Estherville
Hanna B. Weston (American History), Kirkwood Community College, Cedar Rapids

*Senior Fellowships*

Richard Dyer MacCann (Film Study), University of Iowa, Iowa City
Richard F. O'Gorman (French), University of Iowa, Iowa City
Vernon B. Van Dyke (Political Science), University of Iowa, Iowa City

*Education Program*

University of Iowa, Iowa City
Marshall McKusick, Ancient Iowa Film Series ..... $38, 346

*Research Programs*

Grinnell College, Grinnell
F. Andrew Brown (German Literature) ..... 13, 911
University of Iowa, Iowa City
George W. E. Nickelsburg (History/Literature) ..... 8, 562
University of Iowa, Iowa City
Margaret A. Alexander (Art History) ..... 10, 000
University of Iowa, Iowa City
Sydney V. James (American History) ..... 18, 141
Unaffiliated, Iowa City
Gloria Rose Donington (History of Music) ..... 4, 735

*Public Program*

Iowa Board for Public Programs in the Humanities, Iowa City
Robert F. Ray, Operational Grant for a State-Wide Public Program in the Humanities ..... 157, 290

*Youthgrants in the Hamanities*

Kirkwood Community College, Cedar Rapids
Wayne Larson, Historical Study of the Amana Colonies ..... 4, 450

Kansas

*Younger Humanist Fellowships*

John P. Farrell (English), University of Kansas, Lawrence
Carl Leban (Chinese), University of Kansas, Lawrence
William M. Tuttle, Jr. (American History), University of Kansas, Lawrence

*Summer Stipends*

Harold J. Nichols (Theater), Kansas State University, Manhattan ..... 2, 000
Fran C. Stephens (English), Wichita State University, Wichita ..... 2, 000

*Junior College Teacher Fellowship*

Gerald R. Lichti (American Literature), Hesston College, Hesston

*Education Programs*

Ottawa University, Ottawa
Keith C. Shumway, Humanities Curriculum Development Program ..... 336, 600
University of Kansas, Pearson College, Lawrence
Dennis B. Quinn, Experimental Humanities Program ..... 30, 000

*Research Program*

University of Kansas, Lawrence
Richard T. De George (Sociology) ..... 15, 000

*Public Programs*

Kansas Committee for the Humanities, Topeka

D. Arthur Zook, Program Design Grant for a State-Wide Public Program in the Humanities ..... $4, 804

Kansas Committee for the Humanities, Topeka

D. Arthur Zook, Operational Grant for a State-Wide Public Program in the Humanities ..... 125, 000

Kentucky

*Younger Humanist Fellowships*

Joan T. Brittain (English), Bellarmine College, Louisville

Raymond C. La Charite (French), University of Kentucky, Lexington

Marilyn F. Somville (Music), Centre College, Danville

Frank C. Williams (Philosophy), Berea College, Berea

*Summer Stipends*

Clarence A. Moore, Jr. (American Literature), University of Kentucky, Lexington ..... 2, 000

James R. Morrill, III (American History), University of Louisville, Louisville ..... 2, 000

Charles G. Vahlkamp (French), Centre College, Danville ..... 2, 000

*Senior Fellowship*

William Hugh Jansen (Folklore), University of Kentucky, Lexington

*Education Programs*

Alice Lloyd College, Pippa Passes

William Weinberg, Humanities Curriculum Development Program ..... 202, 622

Alice Lloyd College, Pippa Passes, and Lees Junior College, Jackson

Marc Landy and Charles Hayes, Oral History of Appalachia Program ..... 39, 000

The Appalachia Film Workshop, Inc., Whitesburg

J. Benjamin Zickafoose, Appalachian Educational Media Project ..... 33, 785

Centre College of Kentucky, Danville

Marilyn F. Somville, Humanities Curriculum Development Program ..... 300, 000

*Research Programs*

Nicol Museum of Biblical Archaeology, Louisville

Joseph Callaway (Archaeology) ..... 10, 180

University of Kentucky, Lexington

Humbert S. Nelli (American History) ..... 10, 453

Unaffiliated, Lexington

John Jacob Niles (History/Music) ..... 6, 929

*Public Program*

Kentucky Humanities Council, Louisville

Earl Alluisi, Program Design Grant for a State-Wide Public Program in the Humanities ..... 15, 000

Louisiana

*Younger Humanist Fellowships*

Bethany K. Dumas (Linguistics), Southern University, Baton Rouge

Huel D. Perkins (American Literature), Southern University, Baton Rouge

Karl A. Roider (History), Louisiana State University, Baton Rouge

Thomas D. Schoonover (American History), University of Southwestern Louisiana, Lafayette

*Summer Stipend*

John H. Baron (Music), Newcomb College, Tulane University, New Orleans ..... $2,000

*Research Program*

Philip F. Dur (American History) University of Southwestern Louisiana, Lafayette ..... 14,961

*Public Programs*

Louisiana Committee for the Humanities, Baton Rouge

Cecil G. Taylor, Program Design Grant for a State-Wide Public Program in the Humanities ..... 15,000

Louisiana Committee for the Humanities, Baton Rouge

Cecil G. Taylor and E. C. Harrison, Operational Grant for a State-Wide Public Program in the Humanities ..... 150,000

Maine

*Summer Stipend*

Lewis A. Turlish (American Literature), Bates College, Lewiston ..... 2,000

*Education Programs*

College of the Atlantic, Bar Harbor

Edward Kaelber, Humanities Curriculum Planning Project ..... 29,778

TRIBE, Inc., Princeton

Darryl Nicholas, Teaching and Research in Bi-cultural Education ..... 59,067

Westbrook College, Portland

Roger H. Garrison, Humanities Curriculum Planning Project ..... 29,000

*Research Program*

University of Maine, Bangor

David J. Halperin (Law/History) ..... 14,503

*Public Program*

Maine State Commission on the Arts and the Humanities, Augusta

James L. Hazen, Operational Grant for a State-Wide Public Program in the Humanities ..... 125,000

Maryland

*Younger Humanist Fellowships*

Lawrence H. Davis (Philosophy), Johns Hopkins University, Baltimore

James K. McDonnell (Philosophy), Washington College, Chestertown

Paul J. Uselding (American History), Johns Hopkins University, Baltimore

*Summer Stipends*

Russell L. McIntyre (Philosophy), Bowie State College, Bowie ..... 2,000

Charles B. Pryor (Comparative Literature), Coppin State College, Baltimore ..... 2,000

Jimmy J. M. Roberts (Ancient Archaeology), Johns Hopkins University, Baltimore ..... 2,000

George L. Scheper (English), Essex Community College, Baltimore ..... 2,000

Gerald P. Tyson (English), University of Maryland, College Park ..... 2,000

*Junior College Teacher Fellowships*

JoAnn Crandall (Linguistics), Frederick Community College, Frederick

Lawrence H. Madaras (American History), Howard Community College, Columbia

Ronald D. Morgan (Art), Prince George's Community College, Largo

William P. Peirce (English), Prince George's Community College, Largo

*Senior Fellowship*

John W. Baldwin (History), Johns Hopkins University, Baltimore

*Fellowships in Selected Fields*

Johns Hopkins University with Morgan State College, Baltimore

David Donald and Walter Fisher, Three Fellowships in Afro-American Historical, Social and Cultural Studies ..... $36,000

The Three Individual Recipients Are:

Sheldon B. Avery, University of Oregon, Eugene, Oreg.

Donald A. Petesch, University of Pittsburgh, Pittsburgh, Pa.

Morton P. Sosna, University of Wisconsin, Madison, Wis.

*Education Program*

Towson State College, Baltimore

Paul E. Wisdom, Development of the Center of Asian Arts and Associated Programs ..... 117,325

*Research Programs*

African Cultural Services, Silver Spring

Boevi Aggrey Zankli (African History) ..... 2,603

Johns Hopkins University, Baltimore

Robert H. Kargon (History of Science) ..... 2,500

Maryland Historical Society, Baltimore

Edward C. Carter II (American History) ..... 30,925

St. Mary's City Commission, St. Mary's City

Wilcomb E. Washburn and Cary Carson (History/Archaeology) ..... 56,200

University of Maryland, College Park

Louis R. Harlan (American History) ..... 13,296

University of Maryland, College Park

Wilhelmina F. Jashemski (Ancient History) ..... 19,910

*Public Programs*

Johns Hopkins University, Baltimore

Richard Lanier, Museum Fellowship Program ..... 21,600

Maryland Center for Public Broadcasting, Owings Mills

Preparation of a Series of Films for Television ..... 25,000

*Youthgrants in the Humanities*

Joan W. Cove, Potomac

Historical Study of Toby Town, Maryland ..... 8,079

Sherie P. Sachs, Randallstown

Study of Television Influences on Youth's Attitudes ..... 1,414

Robert E. Mugge, Catonsville

Filmic Portrait of Frostburg, Md ..... 8,990

Massachusetts

*Younger Humanist Fellowships*

Katherine Auspitz (Political Science), Harvard University, Cambridge

Bernard W. Bell (American Literature), University of Massachusetts, Amherst

Marshall J. Cohen (American History), Massachusetts Institute of Technology, Cambridge

William E. Connolly (Philosophy), University of Massachusetts, Amherst

Arthur Edelstein (American Literature), Brandeis University, Waltham

Richard G. Hendrix (English), Williams College, Williamstown

Mark L. Krupnick (English and American Literature), Boston University, Boston

Suzanne R. Hoover (Art), Unaffiliated, Sudbury

Morton J. Horwitz (Law), Harvard Law School, Cambridge



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Paul L. Mariani (American Literature), University of Massachusetts, Amherst
Arthur I. Miller (History and Philosophy of Science), Lowell Technological Institute, Lowell
Naomi Miller (Art), Boston University, Boston
Celia M. Millward (Linguistics), Boston University, Boston
Ray A. Moore (History), Amherst College, Amherst
David M. Perlmutter (Linguistics), Massachusetts Institute of Technology, Cambridge
Andrejs Plankans (History), Boston College, Chestnut Hill
Stephen A. Schuker (History), Harvard University, Cambridge
Annemarie A. Shimony (Anthropology), Wellesley College, Wellesley
Ernest E. Wallwork, Jr. (Philosophy), Wellesley College, Wellesley
Arthur J. Weitzman (English), Northeastern University, Boston

*Summer Stipends*

| | |
|---|---|
| William A. Green (History), Holy Cross College, Worcester | $2,000 |
| Stanley E. Hilton (History), Williams College, Williamstown | 2,000 |
| Duncan M. Kennedy (Law), Harvard University, Cambridge | 2,000 |
| Lynn H. Lees (History), Mount Holyoke College, South Hadley | 2,000 |
| Dietrich O. Orlow (History), Boston University, Boston | 2,000 |
| Richard E. Willis (History), Tufts University, Medford | 2,000 |

*Junior College Teacher Fellowships*

David F. Grace (American Literature), Lasell Junior College, Auburndale
Eleanor S. Hope (American Literature), Northern Essex Community College, Haverhill

*Senior Fellowships*

Loren P. Beth (Political Science), University of Massachusetts, Amherst
John K. Fairbank (History), Harvard University, Cambridge
Robert F. Renehan (Classical Languages), Boston College, Chestnut Hill
Marshall Sklare (Sociology), Brandeis University, Waltham

*Fellowship in Selected Fields*

Harvard University, Cambridge

| | |
|---|---|
| Oscar Handlin, Three Fellowships in Afro-American Historical, Social and Cultural Studies | 36,000 |

The Three Individual Recipients Are:
David M. Katzman, University of Kansas, Lawrence, Kans.
Henry G. La Brie III, University of Iowa, Iowa City, Iowa
George A. Levesque, State University of New York, Binghamton, N.Y.

*Education Programs*

Tufts University, Fletcher School of Law and Diplomacy, Medford

| | |
|---|---|
| Edmund A. Gullion, Five-Year Development of a Graduate Program in Civilization and Foreign Affairs | 601,978 |

University of Massachusetts, Amherst

| | |
|---|---|
| David Schimmel and George Urch, Secondary Schools Humanities Project | 40,000 |

*Research Programs*

American Schools of Oriental Research, Cambridge

| | |
|---|---|
| G. Ernest Wright and Reuben Bullard (Archaeology) | 58,796 |

Boston University, Boston

| | |
|---|---|
| John Borden Armstrong (History/Literature/Sociology) | 3,922 |

Committee for a New England Bibliography, Inc., Boston
John Haskell, Jr., (American History) ..... $17, 790
Harvard University, Cambridge
E. Bruce Brooks (Chinese History/Music) ..... 14, 012
Harvard University, Cambridge
George M. A. Hanfmann (Archaeology) ..... 60, 250
Harvard University, Cambridge
John Maynard (English Literature) ..... 6, 899
Harvard University, Cambridge
David E. Bynum (Literature) ..... 27, 692
Harvard University, Cambridge
Gordon R. Willey (Linguistics) ..... 30, 770
Harvard College, Harvard University, Cambridge
Morton W. Bloomfield (Medieval History) ..... 2, 961
Harvard University, Cambridge
Robert S. Fitzgerald (Literature) ..... 12, 211
Harvard University, Cambridge
Stephen Williams (Archaeology) ..... 20, 375
Massachusetts Institute of Technology, Cambridge
Henry A. Millon (Art History) ..... 13, 860
Massachusetts Institute of Technology, Cambridge
Arthur Steinberg and Heather Lechtman (Ancient History/Anthropology) ..... 62, 471
Old Sturbridge Village, Inc., Sturbridge
Richard M. Candee (American History) ..... 63, 800
Simmons College, Boston
Marion D. de B. Kilson (African History) ..... 4, 260
Smith College, Northampton
Jacqueline Van Voris (History) ..... 29, 923
Smith College, Northampton
Maurianne S. Adams (English History/Literature) ..... 1, 450
Tufts University, Medford
John C. Wells (Linguistics) ..... 5, 278
University of Massachusetts, Amherst
Lewis Hanke (Language) ..... 24, 570
Wellesley College, Wellesley
Water E. Houghton (English Literature) ..... 13, 232

*Public Programs*
Boston University, Boston
David D. Hall, Museum Fellowship Program ..... 21, 600
Harvard University, Cambridge
Development Phase of a Film Series Program ..... 72, 967

*Youthgrants in the Humanities*
Rounder Records, Inc., Cambridge
Marian Leighton, Bluegrass Research and Publication Project ..... 9, 350

Michigan

*Younger Humanist Fellowships*
Peter E. Bondanella (Comparative Literature), Wayne State University, Detroit
E. Fred Carlisle (English), Michigan State University, East Lansing

Calvin L. French (Art), University of Michigan, Ann Arbor
Douglas L. Heerema (Economics), Hope College, Holland
Thomas N. Tentler (History), University of Michigan, Ann Arbor
Nicholas P. White (Classical Philosophy), University of Michigan, Ann Arbor

*Summer Stipends*

| | |
|---|---|
| A. Ronald Aronson (Philosophy), Monteith College, Wayne State University, Detroit | $2,000 |
| Lincoln B. Faller (English), University of Michigan, Ann Arbor | 2,000 |
| Stephanie A. Fisher (English), Western Michigan University, Kalamazoo | 2,000 |
| Cora B. Marrett (Sociology), Western Michigan University, Kalamazoo | 2,000 |
| Ronald L. Massanari (Religion/Philosophy), Alma College, Alma | 2,000 |
| Joseph E. Mullin (English), University of Michigan, Ann Arbor | 2,000 |
| James S. Tipton (English), Alma College, Alma | 2,000 |
| Dale K. Van Kley (History), Calvin College, Grand Rapids | 2,000 |

*Junior College Teacher Fellowship*

Giovanni Sanitate (Communications), Macomb County Community College, Warren

*Senior Fellowships*

Roy C. Cowen, Jr. (German), University of Michigan, Ann Arbor
William K. Frankena (Philosophy), University of Michigan, Ann Arbor
Arthur P. Mendel (History), University of Michigan, Ann Arbor
Charles Trinkaus (History), University of Michigan, Ann Arbor

*Education Programs*

| | |
|---|---|
| Suomi College, Hancock<br>Arthur Puotinen, Finnish Folklore and Social Change in the Great Lakes Mining Region | 30,000 |
| University of Michigan, Ann Arbor<br>Charles Witke, Interdisciplinary Conference Series | 23,914 |
| University of Michigan, Ann Arbor<br>Edward E. Malefakis, Program in Comparative Studies in History | 45,000 |

*Research Programs*

| | |
|---|---|
| University of Michigan, Ann Arbor<br>John Shy (American History) | 17,617 |
| University of Michigan, Ann Arbor<br>Brian N. Morton (American History) | 19,965 |
| University of Michigan, Ann Arbor<br>Jerome Clubb and Raymond Grew (European History) | 120,000 |
| University of Michigan, Ann Arbor<br>Rhoads Murphey (Asian History) | 15,000 |
| University of Michigan, Ann Arbor<br>Ernest N. McCarus (Linguistics) | 28,050 |
| University of Michigan, Ann Arbor<br>William P. Malm (History/Music) | 1,900 |
| University of Michigan, Ann Arbor<br>Russell A. Fraser (Language) | 30,000 |
| Wayne State University, Detroit<br>R.V. Burks (European History) | 20,662 |
| Wayne State University, Detroit<br>Martin M. Herman (History of Music) | 6,396 |

*Public Programs*

University of Michigan, Ann Arbor

Howard H. Martin, Production of a Film for Television on the American Revolution ..... $21, 828

University of Michigan, Ann Arbor

Charles H. Sawyer, Museum Fellowship Program ..... 5, 400

*Youthgrants in the Humanities*

Detroit Historical Museum, Detroit

Cynthia Rolling, Historical Study of Ethnic Change in a Detroit Neighborhood ..... 1, 699

Minnesota

*Younger Humanist Fellowship*

Peter N. Carroll (American History), University of Minnesota

*Summer Stipends*

Liselotte Gumpel (German), University of Minnesota, Morris ..... 2, 000

Mary A. Hanley (Music), College of St. Catherine, St. Paul ..... 2, 000

Anita M. Pampusch (Philosophy), College of St. Catherine, St. Paul ..... 2, 000

Lauren Soth (Architecture), Carleton College, Northfield ..... 2, 000

*Junior College Teacher Fellowships*

Richard M. Bisbee (Threatre), Worthingon State Junior College, Worthingon .....

Arthur C. Hill (American History), Metropolitan State Junior College, Minneapolis

Kenneth J. Knapp (American History/Journalism), Rochester State Junior College Rochester

Paul F. Labinski (Urban Studies), Rochester State Junior College, Rochester

Jean E. Swanson (Art), North Hennepin State Junior College, Brooklyn Park

*Senior Fellowship*

Frank C. Miller (Anthropology), University of Minnesota, Minneapolis

*Education Programs*

Afro-American Music Opportunities Association, Inc., Minneapolis

Ernest F. Dyson, Afro-American Music Project ..... 16, 870

St. Olaf College, Northfield

Henry E. Fritz, American Minorities Program ..... 30, 000

University of Minnesota, Duluth

Robert Powless, American Indian Studies Program ..... 24, 279

*Research Programs*

St. John's University, Collegeville

Julian G. Plante (History) ..... 20, 000

St. John's University, Collegeville

Julian G. Plante (History) ..... 48, 000

St. Olaf College, Northfield

Howard V. Hong (European Literature) ..... 19, 620

University of Minnesota, Minneapolis

William A. McDonald (Archaeology) ..... 33, 916

University of Minnesota, Minneapolis

William A. McDonald (Archaeology) ..... 18, 756

University of Minnesota, Minneapolis

Joseph E. Schwartzberg (Asian History) ..... 62, 325

University of Minnesota, Minneapolis

Rudolph J. Vecoli (History) ..... 53, 950

*Public Programs*

Minnesota Humanities Commission, St. Paul

Russell W. Fridley, Operational Grant for a State-Wide Public Program in the Humanities ..... $100,000

University of Minnesota, Minneapolis

Marion J. Nelson, Museum Fellowship Program ..... 16,200

Mississippi

*Summer Stipend*

William R. Ferris, Jr. (English), Jackson State College, Jackson ..... 2,000

*Education Programs*

Alcorn A&M College, Lorman

Mary Griffin, English Humanities Program ..... 21,424

Mary Holmes College, West Point

Richard D. Tucker, Oral History Program ..... 23,300

Mississippi Association of Developing Colleges, West Point

Henry L. Berry, Interdisciplinary Humanities Program ..... 35,000

Tougaloo College, Tougaloo

Ben E. Bailey, Summer Curriculum Institute in Black Music ..... 25,620

University of Mississippi, University

Thomas J. Flynn, Interdisciplinary Seminar Programs ..... 3,086

University of Mississippi, University

Thomas J. Flynn, Humanities Curriculum Program ..... 35,252

*Public Program*

Mississippi Committee for the Humanities, University

Porter L. Fortune, Jr., Program Design Grant for a State-Wide Public Program in the Humanities ..... 15,000

Missouri

*Younger Humanist Fellowships*

Henry W. Berger (American History), Washington University, St. Louis

John D. Bernard (English), Washington University, St. Louis

Harold G. Jones III (Spanish), University of Missouri, Columbia

James C. McKinley (English), University of Missouri, Kansas City

J. Ronald Munson (Philosophy), University of Missouri, St. Louis

Mark S. Weil (Art), Washington University, St. Louis

*Summer Stipends*

Charles B. Dew (American History), University of Missouri, Columbia ..... 2,000

Geraldine E. Fowle (Art History), University of Missouri, Kansas City ..... 2,000

Christian E. Hauer, Jr. (History of Religion), Westminster College, Fulton ..... 2,000

Harold J. Sylwester (American History), Central Missouri State College, Warrensburg ..... 2,000

Wallace S. Watson (Comparative Literature), Park College, Kansas City ..... 2,000

*Junior College Teacher Fellowships*

K. Ann Dempsey (Women's Studies), Florissant Valley Community College, St. Louis

Charles W. Dobbins (American Studies), Longview Community College, Lee's Summit

Judith E. Fisher (American Literature), State Fair Community College, Sedalia

Myron A. Marty (American History), Florissant Valley Community College, St. Louis

David M. Streifford (Economics), Forest Park Community College, St. Louis

*Senior Fellowships*

Robert Boguslaw (Sociology), Washington University, St. Louis

Carl P. Wellman (Philosophy), Washington University, St. Louis
Nelson I. Wu (History of Arts/Asian Cultures), Washington University, St. Louis

*Education Program*

Citizenship Education Clearing House, St. Louis
Mildred E. Bastian, CECH History Participation Project ..... $600

*Research Programs*

University of Missouri, Columbia
Carl H. Chapman (Archaeology) ..... 23, 391

University of Missouri, Columbia
Anna Marguerite McCann (Archaeology) ..... 36, 710

University of Missouri, St. Louis
Arthur H. Shaffer (American History) ..... 15, 000

Washington University, St. Louis
Alice H. Jones (American History) ..... 15, 453

Washington University, St. Louis
Richard W. Davis (English History) ..... 5, 447

Unaffiliated, St. Louis
Constance Smith (Literature) ..... 4, 197

*Public Programs*

Missouri State Committee for the Humanities, St. Louis
Walter B. Wright, Operational Grant for a State-Wide Public Program in the Humanities ..... 150, 000

St. Louis Educational Television Commission, St. Louis
Production of a Film for Television ..... 17, 723

Montana

*Summer Stipend*

William E. Farr (History), University of Montana, Missoula ..... 2, 000

*Education Program*

University of Montana, Missoula
Bruce Barton, Master of Arts Degree in American Indian Art for American Indians ..... 25, 000

*Public Program*

Montana Committee for the Humanities, Missoula
Robert T. Pantzer, Program Design Grant for a State-Wide Public Program in the Humanities ..... 15, 000

Nebraska

*Summer Stipend*

Lawrence C. Wolfley (English), University of Nebraska, Lincoln ..... 2, 000

*Public Program*

Nebraska Committee for the Humanities, Wayne
William A. Brandenburg, Program Design Grant for a State-Wide Public Program in the Humanities ..... 14, 850

*Youthgrants in the Humanities*

Dana College, Blair
C. L. Dill, Archaeological Excavation of an Amahami Indian Village ..... 4, 911

Nevada

*Summer Stipend*

Maurice A. Finocchiaro (Philosophy), University of Nevada, Las Vegas ..... 2, 000

*Education Program*

University of Nevada, Reno

William T. Scott, Interdisciplinary Seminars in the Philosophy of Inquiry ..... $1, 571

*Public Programs*

Nevada Humanities Committee, Reno

Laurance M. Hyde, Jr., Program Design Grant for a State-Wide Public Program in the Humanities ..... 7, 279

Nevada Humanities Committee, Reno

Laurance M. Hyde, Jr., Operational Grant for a State-Wide Public Program in the Humanities ..... 101, 000

New Hampshire

*Younger Humanist Fellowship*

Dain A. Trafton (Comparative Literature), Dartmouth College, Hanover

*Summer Stipends*

Rose T. Antosiewicz (Italian), University of New Hampshire, Durham ..... 2, 000

Susan Schibanoff (English), University of New Hampshire, Durham ..... 2, 000

*Education Programs*

University of New Hampshire, Durham

John E. Rogers, Institute in Electronic Music ..... 47, 790

University of New Hampshire, Durham

Roland B. Kimball, Development of Humanities Programs in American Schools in Europe ..... 41, 892

*Research Programs*

American Universities Field Staff, Hanover

Louis Dupree (History/Folklore) ..... 15, 000

Dartmouth College, Hanover

Charles M. Wiltse (American History) ..... 49, 250

New Jersey

*Younger Humanist Fellowships*

Henry D. Smith, II (History), Princeton University, Princeton

Annette S. Thau (French), Unaffiliated, Teaneck

*Summer Stipends*

Maurice Cagnon (French), Montclair State College, Upper Montclair ..... 2, 000

Mary S. Hartman (History), Douglass College, Rutgers University, New Brunswick ..... 2, 000

Philip E. Mackey (American History), Camden College, Rutgers University, Camden ..... 2, 000

Ernestine Schlant (German), Montclair State College, Upper Montclair ..... 2, 000

*Junior College Teacher Fellowships*

Dixie R. Goswami (Linguistics), Middlesex County Community College, Edison

Frank R. Rivera (Art), Mercer County Community College, Trenton

Thomas E. Valasek (American Studies), Somerset County College, Somerville

*Senior Fellowships*

Gerald N. Grob (American History), Rutgers University, New Brunswick

Martin Picker (Music), Rutgers University, New Brunswick

*Fellowships in Selected Fields*

Princeton University, Princeton

Morroe Berger, Three Fellowships in Afro-American Historical, Social and Cultural Studies ..... 36, 000

The Three Individual Recipients Are:
Ahmed Abdul-Malik, Junior High School 117K, Brooklyn, N.Y.
Mary A. Queeley, No Academic Affiliation, Brooklyn, N.Y.
Wilbur H. Watson, Rutgers University, New Brunswick, N.J.

*Education Programs*

Educational Testing Service, Princeton
Peter E. Vitella, Planning a College-Level Examination in International Relations .. $10,000

Princeton University, Princeton
David P. Billington and Robert Mark, Support for the Second National Conference on Civil Engineering ..... 18,600

*Research Programs*

Institute for Advanced Studies, Princeton
S. D. Goitein (History) ..... 6,500

Princeton University, Princeton
Hartry H. Field (Linguistics Philosophy) ..... 17,948

Princeton University, Princeton
James M. Banner (American History) ..... 11,096

Princeton University, Princeton
Richard Stillwell (Archaeology/Linguistics) ..... 29,064

*Public Program*

Committee for the Humanities in New Jersey, New Brunswick
Hamilton Stillwell, Program Design Grant for a State-Wide Public Program in the Humanities ..... 15,000

*Office of Planning*

Rutgers University, New Brunswick
Sidney Ratner, American Economic History Reading List ..... 997

Unaffiliated, Kendall Park
Mereld D. Keys, Exploratory Study of Humanities Film Programs in Public Education ..... 11,300

New Mexico

*Summer Stipends*

Robert E. Flemming (American Literature), University of New Mexico, Albuquerque .. 2,000
Louis R. Sadler (History), New Mexico State University, Las Cruces ..... 2,000

*Education Programs*

St. John's College, Sante Fe
Robert Neidorf, Development of Graduate Education for Secondary Inner City School Teachers ..... 89,660

University of New Mexico, Albuquerque
Albert W. Vogel, Cultural Enrichment in a University Museum of Anthropology .... 14,290

University of New Mexico, Albuquerque
Joel M. Jones, Humanities Curriculum Planning Project ..... 29,435

*Research Program*

Eastern New Mexico University, Portales
Cynthia Irwin-Williams (American History/Anthropology/Archaeology) ..... 63,608

New York

*Younger Humanist Fellowships*

Roland P. Blum (Philosophy), Colgate University, Hamilton
Ronald P. Formisano (American History), University of Rochester, Rochester
Michael P. Goldman (Theater), Columbia University, New York
Andree M. Hayum (Art History), Fordham University, New York.
David A. Hollinger (American History), State University of New York, Buffalo
R. Stephen Humphreys (History), State University of New York, Buffalo
Charles G. Jacobs (Music), Kingsborough Community College, CUNY, Brooklyn
Janet M. Levy (Music), City College of New York, New York
Rose-Carol W. Long (History of Art), Queens College of CUNY, Flushing
Michael E. Murray (Philosophy), Vassar College, Poughkeepsie
Jesse T. Moore, Jr. (American History), University of Rochester, Rochester
Mark V. Nadel (Political Science), Cornell University, Ithaca
Arbie Orenstein (Music), Queens College of CUNY, Flushing
William S. Pechter (Film Criticism), *Commentary* Magazine, New York
Donald S. Petrey, Jr. (French), State University of New York, Stony Brook
Clementine C. Rabassa (Comparative Literature), Unaffiliated, Hampton Bays
Miriam M. Reik (History), Unaffiliated, New York
Joyce F. Riegelhaupt (Anthropology), Sarah Lawrence College, Bronxville
Myra J. Riskin (American Literature), Columbia University, New York
Haydee Rivera (Spanish), New York University, New York
Bernard Rosenthal (American Literature), State University of New York, Binghamton
Roberta L. Salper (Spanish), State University of New York, College at Old Westbury, Long Island
A. Dale Tussing (Economics), Syracuse University, Syracuse
Barry R. Westburg (English), University of Rochester, Rochester
Dieter K. Zschock (Spanish), State University of New York, Stony Brook

*Summer Stipends*

| | |
|---|---|
| Jack J. Boies (American Literature), Wagner College, Staten Island | $2,000 |
| Jean Rikhoff Branson (English), Adirondack Community College, Glen Falls | 2,000 |
| Bette S. Denitch (Anthropology), Barnard College, Columbia University, New York | 2,000 |
| Peter B. Goldman (Spanish), Queens College, CUNY, Flushing | 2,000 |
| George J. Grella (English), University of Rochester, Rochester | 2,000 |
| Tadahisa Kuroda (History), Skidmore College, Saratoga Springs | 2,000 |
| Clara M. Lovett (History), Baruch College of CUNY, New York | 2,000 |
| Patricia A. Myers (Music), New York University, New York | 2,000 |
| Elaine H. Pagels (History of Religion), Barnard College, Columbia University, New York | 2,000 |
| Zoja Pavlovskis (Classical Languages), State University of New York, Binghamton | 2,000 |
| Craig L. Stark (Classical Philosophy), Sarah Lawrence College, Bronxville | 2,000 |
| Richard P. Suttmeier (Chinese), Hamilton College, Clinton | 2,000 |
| Judith M. Treistman (Anthropology), City University Graduate Center, New York | 2,000 |
| Gayle E. Whittier (English), State University of New York, Binghamton | 2,000 |

*Junior College Teacher Fellowships*

Abraham Blinderman (American Literature), State University of New York, Farmingdale

Cynthia Chaliff (American Literature), Queensborough Community College, CUNY, Bayside

Thomas A. Fabiano (History), Monroe Community College, Rochester

Gary L. Goodno (Cinema Studies), Community College of the Finger Lakes, Canandaigua

Mildred J. Johnson (History), Bennett College, Millbrook

Joseph C. Keefe (American Literature), Ulster County Community College, Stone Ridge

Philip Y. Nicholson (American History), Nassau Community College, Garden City

Ronald I. Rubin (Political Science), Manhattan Community College, Bronx

Harvey S. Wiener (English), La Guardia Community College, Long Island City

Bernard L. Witlieb (Comparative Literature), Bronx Community College, Bronx

*Senior Fellowships*

Paul H. Avrich (American History), Queens College, Flushing

Richard Brilliant (Classical Archaeology), Columbia University, New York

Colin T. Eisler (History of Art), New York University, New York

David Felix (History), Bronx Community College, Bronx

Joseph Fitzpatrick (Sociology), Fordham University, Bronx

Walter Gellhorn (Law/Political Science), Columbia University, New York

Jean F. Herskovits (African History), State University of New York, Purchase

William W. Holdheim (Comparative Literature), Cornell University, Ithaca

Don Ihde (Philosophy), State University of New York, Stony Brook

Michael G. Kammen (American History), Cornell University, Ithaca

Ellen Moers (Comparative Literature), Barnard College, Columbia University, New York

Julius Paul (Jurisprudence), State University College, Freedonia

Dora B. Weiner (History), Manhattanville College, Purchase

*Special Fellowship*

Margarete Bieber (Art/Archaeology), Columbia University (Retired), New York ..... $5,000

*Education Programs*

Columbia University, New York

Doris Srinivasan and Maan Z. Madina, Documentary Film on Hinduism ..... 8,132

Elizabeth Seton College, Yonkers

Ellen O'Keefe, Series of Six Public Lecture Programs on the Italian Renaissance ..... 9,500

John Jay College, CUNY, and the Research Foundation of CUNY, New York

Arthur S. Pfeffer, Humanities Curriculum Development Program ..... 476,886

Jamestown Community College, Jamestown

Robert A. Hagstrom, Humanities Curriculum Planning Project ..... 30,000

Long Island Educational Television Council, Inc., Garden City

Thomas B. Cousins, Television Institute for Ethnic Studies ..... 29,760

Manhattanville College, Purchase

Nell Eurich, Humanities Curriculum Development Program ..... 70,339

Medgar Evers College, CUNY, New York

Rodney A. Toney, Archaeological Study of the Early Bedford-Stuyvesant Community ..... 47,486

National Academy of Ballet, New York
Thalia Mara, Model Curriculum for Integrating the Performing Arts with the Humanities ..... $80,000
New York State Education Department, Albany
Arthur M. Osteen, Development of Course Material for Elementary School Students ..... 37,861
New York University, New York
Phyllis Pray Bober, Humanities Curriculum Planning Project ..... 21,000
Phelps-Stokes Fund, New York
Mabel M. Smythe, Planning Session for a Seminar Program ..... 5,020
Speech Communication Association, New York
Jack L. Daniel, Developmental Project on Teaching and Research in Black Communication ..... 19,251
State University College at Brockport, SUNY
Ian H. Henderson, Humanities Curriculum Planning Project ..... 20,000
State University College, Cortland, SUNY
Cyril M. Koch and Robert M. Hammond, Interdisciplinary Approach to the Study of Cinema ..... 15,224
University of Rochester, Rochester
John E. Mueller, Development of Instructional Materials for Dance Appreciation Courses ..... 12,258
Vassar College, Poughkeepsie
Stephen Rousseas, Humanities Curriculum Development Program ..... 90,244
YIVO Institute for Jewish Research, New York
Nathan Reich and Marvin Herzog, Development of the Max Weinreich Center for Advanced Jewish Studies ..... 113,000

*Research Programs*

Bar Ilan University, New York
Aaron M. Schreiber (History of Religion) ..... 26,136
Brooklyn College, CUNY, New York
Edward L. Ochsenschlager (History of Art) ..... 7,167
City College, CUNY, New York
Nathan Suskind (Linguistics) ..... 67,500
City College, CUNY, and the Research Foundation of CUNY, New York
Joseph A. Borome (History) ..... 15,000
City University of New York, New York
Robert A. East (American History) ..... 35,000
Columbia University, New York
Richard B. Morris (American History) ..... 37,940
Columbia University, New York
Leopold H. Haimson (Russian History) ..... 18,000
Columbia University, New York
William R. Roff (History) ..... 12,437
Columbia University, New York
Zvi Ankori (History) ..... 27,106
Columbia University, New York
Allan Silver (History/Sociology) ..... 8,124
Cornell University, Ithaca
Alfred L. Ivry (Linguistics) ..... 14,867

Cornell University, Ithaca
James J. John (Linguistics) ..... $6, 970
Cornell University, Ithaca
David G. Marr (Asian History) ..... 14, 442
Cornell University, Ithaca
Mack Walker (History/Literature) ..... 20, 701
Graduate Center, CUNY, New York
Melvin Richter (Political Science/Philosophy) ..... 7, 850
Graduate Division and Research Foundation, CUNY, New York
E. James Ferguson (American History) ..... 32, 508
Fordham University, Bronx
John A. Carpenter (American History) ..... 5, 130
Museum of Primitive Art, New York
Dolores M. Knorr (History of Art) ..... 6, 000
New York State Historical Society, Cooperstown
Louis C. Jone (American Art) ..... 17, 349
New York University, New York
Fritz Machlup (Interdisciplinary) ..... 35, 134
New York University, New York
Anna Balakian (Literature) ..... 20, 379
New York University, New York
Robert J. Clements (Italian Language/Literature) ..... 10, 900
New York University, New York
Kenneth Silverman (American History) ..... 19, 468
Research Foundation of SUNY, Albany
John M. Spalek (German Literature) ..... 14, 057
Richmond College, CUNY, New York
Richard A. Brooks (French Literature) ..... 6, 607
Sarah Lawrence College, Bronxville
Ronald Florence (History/Literature) ..... 4, 662
Schomburg Collection of Black History, Literature and Art, Inc. and The New York Public Library, New York
Stanton Biddie (History/Art/Literature) ..... 65, 899
State University at Binghamton, SUNY, Binghamton, and the Research Foundation of SUNY, Albany
Vincent J. Bruno (Archaeology) ..... 7, 500
State University College at Old Westbury, SUNY, Long Island, and the Research Foundation of SUNY, Albany
Florence Howe (Women's Studies) ..... 12, 223
State University of New York, College at Plattsburgh
Ann S. Zielinski (History of Art) ..... 662
The New York Public Library, New York
John M. Cory (Interdisciplinary) ..... 1, 000, 000
Union College, Schenectady
Joseph B. Board (Political Science) ..... 13, 020
YIVO Institute for Jewish Research, New York
E. Lifschultz and Z. Szajkowski (History) ..... 8, 788

YIVO Institute for Jewish Research, New York
Lucjan Dobroszycki (History) ..... $5,000
Unaffiliated, New York
L. Dixon Bain, Jr. (Sociology/Art History) ..... 14,967
Unaffiliated, New York
I. L. Salomon (Literature/Linguistics) ..... 5,000

*Public Programs*

Cooper Union for the Advancement of Science and Art, New York
American Museums Film Development Project ..... 20,000
Foreign Policy Association, New York
C. Dale Fuller, Organization of Study and Discussion of Foreign Policy ..... 96,774
State University College at Oneonta, SUNY, Oneonta
Peter Welsh, Museum Fellowship Program ..... 32,400

*Youthgrants in the Humanties*

Basement Workshop, Inc., New York
Fay Lai Chew, Chinatown Oral History Project ..... 6,835
Jefferson County Historical Society, Watertown
Michael K. Brown, Historical Study of the Black River Canal ..... 450
University of Rochester, Rochester
Thomas A. Hale, Study of the Works of Aimé Césaire ..... 1,362
Dean T. Lahikainen, Syracuse
Study of the Works of Folk Carver, Gust[illegible] Nyman ..... 2,500

North Carolina

*Younger Humanist Fellowships*

Peter H. Burian (Classical Languages), Duke University, Durham
Gerald W. Hartwig (History), Duke University, Durham
Constance Head (History), Western Carolina University, Cullowhee
James D. Hunt (History of Religions), Shaw University, Raleigh
Janice S. Lain (Ethnic Dance in Education), University of North Carolina, Greensboro
Martin A. Miller (History), Duke University, Durham
Richard W. Pfaff (History), University of North Carolina, Chapel Hill
Dietrich Schroeer (Physics), University of North Carolina, Chapel Hill
Mary Ann Wimsatt (English), Greensboro College, Greensboro

*Summer Stipends*

William H. Chafe (American History), Duke University, Durham ..... 2,000
Daniel B. Eisenberg (Spanish), University of North Carolina, Chapel Hill ..... 2,000
George S. Lensing (American Literature), University of North Carolina, Chapel Hill ..... 2,000
Thomas H. Regan (Philosophy), North Carolina State University, Raleigh ..... 2,000
Amelia Jean J. Smoot (Comparative Literature), North Carolina State University, Raleigh ..... 2,000
Ronald G. Witt (History), Duke University, Durham ..... 2,000

*Junior College Teacher Fellowships*

Lindley S. Butler (American History), Rockingham Community College, Wentworth
Robert J. Versteeg (Theatre), Louisburg College, Louisburg

*Senior Fellowships*

William S. Newman (Music), University of North Carolina, Chapel Hill
Howard E. Smither (Music), University of North Carolina, Chapel Hill
John L. Snell (History), University of North Carolina, Chapel Hill

*Education Programs*

Barber-Scotia College, Concord
Edward D. Dickison, Humanities Curriculum Planning Project ..... $20,000

East Carolina University, Greenville
Blanche G. Watrous, African Institute for Public School Teachers ..... 24,660

Johnson C. Smith University, Charlotte
Jack S. Brayboy, Humanities Curriculum Planning Project ..... 20,000

North Carolina Central University, Durham
Pennie E. Perry, Library Program for Undergraduates ..... 50,000

University of North Carolina, Chapel Hill
J. Nem Stokes, Institute for Undergraduate Curricular Reform ..... 366,780

Saint Augustine's College, Raleigh
Thelma Roundtree, Humanities Curriculum Planning Project ..... 30,000

Salem College, Winston-Salem
Mary Stewart Hill, Undergraduate Seminar Program ..... 15,000

Southeastern Community College, Whiteville
Curtis L. Welborne, Humanities Program for the College and the Community ..... 32,121

*Research Programs*

Duke University, Durham
Bernard Peach (American History/Philosophy) ..... 20,000

Moravian Music Foundation, Inc., Winston-Salem
Ewald Nolte (Musicology) ..... 6,500

North Carolina Museum of Art, Raleigh
Benjamin F. Williams (History of Art) ..... 40,400

University of North Carolina, Chapel Hill
Louis D. Rubin, Jr. (American Literature) ..... 5,025

Unaffiliated, Charlotte
Dwayne E. Walls (American History) ..... 9,664

Unaffiliated, Forest City
Johnny Lee Greene (American Literature) ..... 1,267

*Public Programs*

North Carolina Committee for Continuing Education, Chapel Hill
George E. Bair, Program Design Grant for a State-Wide Public Program in the Humanities ..... 700

North Carolina Committee for Continuing Education in the Humanities, Chapel Hill
George E. Bair, Operational Grant for a State-Wide Public Program in the Humanities ..... 150,000

*Youthgrants in the Humanities*

University of North Carolina, Chapel Hill
Edwin L. Green, III, Summer Program of Greek Literature for High School Students ..... 778

North Dakota

*Younger Humanist Fellowship*

Harold S. McAllister (English), University of North Dakota, Grand Forks

*Summer Stipend*

June P. Bonfield (English), North Dakota State University, Fargo ..... 2,000

*Education Programs*

Jamestown College, Jamestown
R. Cameron Fisher, Humanities Curriculum Planning Project ..... 23,000

"Educating the Whole Man" is the project theme at Alice Lloyd College, Kentucky, where the humanistic content of students' total life experiences—on campus and in the Appalachian community—is being demonstrated. Here an Oral History worker interviews a regional native at his home.

Lake Region Junior College, Devils Lake
William Light, Lake Region Humanities Project ..... $35,046
United Tribes of North Dakota Development Corporation, Bismarck
Carl Whitman, Jr., Development of American Indian Curriculum Program for Public Schools in North Dakota ..... 96,000

*Research Program*
University of North Dakota, Grand Forks
Demetrius J. Georgacas (Linguistics) ..... 32,691

Ohio

*Younger Humanist Fellowships*
William D. Andrews (American Studies), Ohio State University, Columbus
Charles E. Brill (Journalism), Kent State University, Kent
Alan J. Friedman (English), Hiram College, Hiram
Roland W. Garrett (Philosophy), Baldwin-Wallace College, Berea
Robert T. Hall (Philosophy), College of Steubenville, Steubenville
Alonzo L. Hamby (American History), Ohio University, Athens
Thomas J. Hines (Comparative Literature), Kent State University, Kent
Kenneth R. Hoover (Political Science), College of Wooster, Wooster
Daniel T. Hughes (Anthropology), Ohio State University, Columbus
Martin J. Plax (Political Science), Case Western Reserve University, Cleveland
Steven S. Tigner (Classical Philosophy), University of Toledo, Toledo
Grover A. Zinn, Jr. (History of Religion), Oberlin College, Oberlin

*Summer Stipends*
Thomas W. Cooley, Jr. (American Literature), Ohio State University, Columbus ..... 2,000
Gordan W. Keller (Political Science), Kent State University, Kent ..... 2,000
Christian H. Koch (Cinema Studies), Oberlin College, Oberlin ..... 2,000
Karal Ann R. Marling (Art), Case Western Reserve University, Cleveland ..... 2,000

*Junior College Teacher Fellowships*
Inez Cardozo-Freeman (Comparative Literature), Ohio State University, Newark
James J. Huber (Ecology), Lorain Community College, Elyria

*Senior Fellowship*
Leo Gruliow (Slavic Studies), *The Current Digest of the Soviet Press*, Columbus

*Fellowships-Faculty Development*
Central State University, Wilberforce
Kenneth W. Simon, Film Purchase Project ..... 1,305

*Education Programs*
Case Western Reserve University, Cleveland
Harvey Buchanan, Humanities Curriculum Development Program ..... 200,000
Case Western Reserve University, Cleveland
Samuel Gorovitz, Study of the Moral Aspects of Decision-Making in Medical Contexts ..... 107,379
Heidelberg College, Tiffin
Bruce A. Lohof, Humanities Program for the College and the Town ..... 29,040
Heidelberg College, Tiffin
Frank R. Kramer, Conference on Curricular Innovation ..... 1,800
Heidelberg College, Tiffin
Frank R. Kramer, Seminars on Ancient and Modern Studies ..... 60,000

Hiram College, Hiram
James B. Hoopes, Undergraduate Legal Studies Project ..... $30,000
Kent State University, Kent
Raghbir S. Basi, Program of Study and Research in Peaceful Change ..... 20,000
Muskingum College, New Concord
James R. Nichols and Arden Crum, Study of English Literature ..... 9,792
Oberlin College, Oberlin
Christian Koch, Student Conferences on Film Study ..... 9,343
Ohio State University, Columbus
Katherine H. Burkman, Workshop on the Role of Performance in Education ..... 11,032
Ohio State University Research Foundation, Columbus
Robert G. Turnbull, Program on the Relationship between History of Philosophy and History of Science ..... 25,000
Western College, Oxford
Donavon Auble, Humanities Curriculum Development Program ..... 239,780
Wilmington College, Wilmington
Sterling P. Olmsted, Humanities Curriculum Development Program ..... 81,385
Wittenberg University, Springfield
Richard R. Johnson, Humanities Education Design Program for the 1970's ..... 48,298

*Research Programs*

Case Western Reserve University, Cleveland
Henry S. Robinson (Archaeology) ..... 32,600
Oberlin College, Oberlin
Michael L. Katzev (Archaeology) ..... 52,928
Ohio State University, Columbus
Hans E. Keller (Linguistics) ..... 24,107
Ohio State University Research Foundation, Columbus
Mateja Matejic (Linguistics) ..... 14,237
Ohio State University Research Foundation, Columbus
Stephen V. Tracy (History/Linguistics) ..... 14,355
Ohio State University Research Foundation, Columbus
Hans Keller (Linguistics) ..... 26,412

*Public Programs*

Ohio Committee for Public Programs in the Humanities, Columbus
Thomas H. Langevin, Program Design Grant for a State-Wide Public Program in the Humanities ..... 13,107
Ohio Committee for Public Programs in the Humanities, Columbus
Thomas H. Langevin, Operational Grant for a State-Wide Public Program in the Humanities ..... 150,000

*Youthgrants in the Humanities*

John W. McDonald, Wilmington
Film on Works by Ohio Artists ..... 2,332

Oklahoma

*Younger Humanist Fellowships*

Joseph E. Littlejohn (Linguistics), Southeastern State College, Durant
Alan R. Velie (American Literature), University of Oklahoma, Norman

*Summer Stipends*

David M. Epstein (History), University of Tulsa, Tulsa

Larry B. Hill (Political Science), University of Oklahoma, Norman

*Junior College Teacher Fellowship*

Brigid C. Jones (American Literature/History), St. Gregory's College, Shawnee

*Fellowships in Selected Fields*

University of Oklahoma, Norman

Morris E. Opler, Two Fellowships in American Indian Historical, Social and Cultural Studies ..... $24,000

The Two Individual Recipients Are:

Karl W. Luckert, Northern Arizona University, Flagstaff, Ariz.

Jerome O. Steffen, University of Missouri, Columbia, Mo.

*Education Programs*

Indian Nations Consortium, Claremore

Elwyn Isaacs, Oral History and Curriculum Improvement Project ..... 25,000

Oklahoma State University, Stillwater

Charles M. Dollar, Development of Curriculum Materials with the Aid of Computers ..... 20,000

*Research Programs*

Oklahoma State University, Stillwater

Robert M. Spaulding (Japanese History) ..... 9,000

University of Oklahoma, Norman

David W. Levy (American History) ..... 10,198

*Public Program*

Tulsa City-County Library System, Tulsa

Allie Beth Martin, Study of the Role of Ethnic Groups in the Development of America ..... 50

Oregon

*Younger Humanist Fellowships*

Robert Grudin (English), University of Oregon, Eugene

Jack P. Maddex, Jr. (American History), University of Oregon, Eugene

Samuel McCracken (American Literature), Reed College, Portland

Charles S. Rhyne (Art), Reed College, Portland

Clarence Sloat (Linguistics), University of Oregon, Eugene

*Education Programs*

Oregon Shakespearian Festival Association, Ashland

Forbes W. Rogers, School Theatre Project ..... 32,390

Portland Chinese Cultural and Language School, Portland

Bruce L. Wong, Chinese-English Cultural Development Project ..... 5,820

*Research Program*

Oregon State University, Corvallis

Richard B. Astro (American Literature) ..... 6,056

*Public Program*

Oregon Joint Committee for the Humanities, Portland

Thomas Vaughan, Operational Grant for a State-Wide Public Program in the Humanities ..... 150,000

Pennsylvania

*Younger Humanist Fellowships*

Kenneth L. Ames (Architecture), Franklin and Marshall College, Lancaster
Jan K. Cohn (American Literature), Carnegie-Mellon University, Pittsburgh
June Q. Koch (English), Bryn Mawr College, Bryn Mawr
Stanley J. Michalak, Jr., (Political Science), Franklin and Marshall College, Lancaster
Charles E. McClelland (History), University of Pennsylvania, Philadelphia
Eugene C. McCreary (History), Carnegie-Mellon University, Pittsburgh
Hans F. Oberdiek (Philiosophy), Swarthmore College, Swarthmore
Constance H. Rose (Spanish), University of Pittsburgh, Pittsburgh
Richard E. Sharvy (Philosophy), Swarthmore College, Swarthmore
Paul E. Wehr (Sociology), Haverford College, Haverford

*Summer Stipends*

| | |
|---|---|
| Edward J. Gallagher (English), Lehigh University, Bethlehem | $2,000 |
| Paul D. Green (English), West Chester State College, West Chester | 2,000 |
| Granville H. Jones (American Literature), Carnegie-Mellon University, Pittsburgh | 2,000 |
| David W. Miller (History), Carnegie-Mellon University, Pittsburgh | 2,000 |
| Miles D. Orvell (Comparative Literature), Temple University, Philadelphia | 2,000 |
| Charles Raff (Philiosophy), Swarthmore College, Swarthmore | 2,000 |
| D. Grier Stephenson, Jr. (Political Science), Franklin and Marshall College, Lancaster | 2,000 |
| Margaret A. Yarvin (History), Swarthmore College, Swarthmore | 2,000 |

*Junior College Teacher Fellowship*

Robert E. Ginsberg (Philosophy), Delaware County Campus of Pennsylvania State University, Media

*Senior Fellowships*

Ernest Bender (Comparative Linguistics/Literature), University of Pennsylvania, Philadelphia
Richard J. Bernstein (Philosophy), Haverford College, Haverford
Dell H. Hymes (Anthropology), University of Pennsylvania, Philadelphia
Milton C. Nahm (Philosophy), Bryn Mawr College, Bryn Mawr
Bruce A. Rosenberg (Comparative Literature), Pennsylvania State University, University Park
Charles E. Rosenberg (American History), University of Pennsylvania, Philadelphia
James E. Snyder (History of Art), Bryn Mawr College, Bryn Mawr
Donald K. Swearer (History of Religion), Swarthmore College, Swarthmore
Michael W. Zuckerman (American History), University of Pennsylvania, Philadelphia

*Education Programs*

| | |
|---|---|
| Drexel University, Philadelphia | |
| Richard Rosen, Humanities Curriculum Planning Project | 30,000 |
| Duquesne University, Pittsburgh | |
| Mary R. Chisholm and Rolf Van Eckartsberg, Educational Program in Ecology and Sociology | 30,300 |
| Juniata College, Huntingdon | |
| Wilfred G. Norris, Humanities Curriculum Development Program | 200,145 |
| Keystone Junior College, La Plume | |
| Harold C. Ackerman, Interdisciplinary Humanities Program | 24,000 |

King's College, Wilkes-Barre
Leslie L. Delaney, Jr., Summer Archaeological Training Institute ..... $21, 825
Lehigh University, Bethlehem
Douglas David Feaver, Humanities Curriculum Development Program ..... 352, 000
Lehigh University, Bethlehem
Richard J. Redd, Art, Technology and Environmental Sculpture ..... 30, 000
Old Economy Village, Ambridge
Daniel B. Reibel, Educational Program for Elementary School Students ..... 5, 522
School District of Philadelphia, Philadelphia
Eleanor L. Sandstrom, Classical History Project ..... 14, 311
Swarthmore College, Swarthmore
James Hinz, Library Development Program ..... 40, 000
Temple University, Philadelphia
Monroe C. Beardsley, Graduate Program in Aesthetics ..... 20, 000
University of Pittsburgh, Pittsburgh
Christina Bratt Paulston, Area Studies Program ..... 9, 240
University of Scranton, Scranton
Michael De Michele and John Earl, III, Film Studies Program on Ethnic and Racial Minorities in Northeastern Pennsylvania ..... 19, 992
University Museum, University of Pennsylvania, Philadelphia
Kenneth D. Matthews, Ancient History Program for Secondary School Students ..... 30, 000
West Chester State College, West Chester
W. E. Page, Jr., Summer Workshop for Teachers of English to Speakers of Other Languages ..... 13, 676

*Research Programs*
Carnegie-Mellon University, Pittsburgh
Leon Katz (American History/Art) ..... 15, 000
Drexel University, Philadelphia
Walter M. Merrill (American History) ..... 10, 000
Lafayette College, Easton
Jacob E. Cooke (American History) ..... 19, 000
University of Pennsylvania, Philadelphia
Gabriele Gutkind (History/Urban Studies) ..... 8, 600
University of Pittsburgh, Pittsburgh
John Williams (Art History) ..... 21, 344
University of Pittsburgh, Pittsburgh
Robert F. Whitman (Philosophy) ..... 28, 000

Rhode Island

*Younger Humanist Fellowship*
Stephen C. Bandy (English), Brown University, Providence

*Summer Stipend*
Michel-Andre Bossy (Comparative Literature), Brown University, Providence ..... 2, 000

*Junior College Teacher Fellowship*
Thornton A. Sherman (Economics), Rhode Island Junior College, Providence

*Senior Fellowships*
Reinhard C. Kuhm (French), Brown University, Providence
W. Nelson Francis (Linguistics), Brown University, Providence
Juergen Schulz (History of Architecture), Brown University, Providence

Thomas G. Winner (Comparative Literature), Brown University, Providence

*Education Program*

Rhode Island Historical Society, Providence

Albert T. Klyberg, Rhode Island Film Archive Project ..... $18,500

*Research Programs*

Brown University, Providence

Bryce Lyon (English History/Literature) ..... 18,284

Brown University, Providence

Gordon S. Wood (American History) ..... 17,177

Brown University, Providence

Robert R. Holloway (Archaeology) ..... 12,733

*Public Programs*

Rhode Island Committee for the Humanities, Providence

Florence K. Murray, Program Design Grant for a State-Wide Public Program in the Humanities ..... 9,200

Brown University, Providence

Jane Powell Dwyer, Museum Fellowship Program ..... 5,400

*Office of Planning*

A. D. Van Nostrand, Providence

Exiles in the House: A Study of Contemporary American Culture ..... 10,000

*Youthgrants in the Humanities*

Brown University, Providence

Geoffrey Stewart, Study of American Munitions Industry in Post-Civil War Period ..... 1,890

South Carolina

*Summer Stipends*

Thomas O. Buford (Philosophy), Furman University, Greenville ..... 2,000

Lewis S. Hay (Philosophy of Religion), Presbyterian College, Clinton ..... 2,000

Michael L. Kennedy (History), Winthrop College, Rock Hill ..... 2,000

*Education Programs*

Converse College, Spartanburg

Alfred O. Schmitz, Institute on the Implementation of Humanities Programs in Colleges ..... 3,640

South Carolina State College, Orangeburg

A. M. Sharpe, Faculty Development Institute ..... 31,732

*Public Program*

South Carolina Committee for the Humanities, Columbia

Nicholas P. Mitchell, Program Design Grant for a State-Wide Public Program in the Humanities ..... 15,000

South Dakota

*Public Programs*

South Dakota Committee on the Humanities, Brookings

Jack W. Marken, Operational Grant for a State-Wide Public Program in the Humanities ..... 125,000

University of South Dakota, Vermillion

Film Treatment of Indian and Non-Indian Communication ..... 11,800

Tennessee

*Summer Stipends*

William L. Daniels (English), Southwestern at Memphis, Memphis ..... 2,000

John H. Morrow, Jr. (History), University of Tennessee, Knoxville ..... $2,000
Gerald L. Smith (Philosophy of Religion), University of the South, Sewanee ..... 2,000

*Junior College Teacher Fellowship*

Michael R. Bradley (American History), Motlow State Community College, Tullahoma

*Education Programs*

East Tennessee State University, Johnson City
Thomas G. Burton, Beech Mountain Film Project ..... 2,000

Fisk University, Nashville
Rosentene B. Purnell, Humanities Curriculum Planning Project ..... 30,000

Fisk University, Nashville
Rosentene B. Purnell, Humanities Curriulum Development Program ..... 500,000

*Research Programs*

Fisk University, Nashville
Ann Allen Shockley (Oral History) ..... 86,377

Memphis State University, Memphis
David Yellin (Interdisciplinary) ..... 71,534

University of Tennessee, Knoxville
Rolf-Dieter Herrmann (Philosophy/History) ..... 2,500

Vanderbilt University, Nashville
John Lachs (Philosophy) ..... 15,000

Vanderbilt University, Nashville
Victor J. Voegeli, III (American History) ..... 14,612

Texas

*Younger Humanist Fellowships*

William H. Austin (Philosophy), Rice University, Houston
Dewitt S. Chandler (History), Stephen F. Austin State University, Nacogdoches
Luanne T. Frank (German), University of Texas, Arlington
David B. Hausman (Philosophy), Southern Methodist University, Dallas
Joe H. Hicks (Philosophy), Southern Methodist University, Dallas
Elston J. Hill (American History), Southwest Texas State University, San Marcos
Wayne B. Lanier (Biochemical Genetics), University of Texas Southwestern Medical School, Dallas
Bernth O. Lindfors (English), University of Texas, Austin
S. Linn Williams (Laws), U.S. Court of Appeals for the Fifth Circuit, Dallas

*Summer Stipends*

Francis A. Beer (Political Science), University of Texas, Austin ..... 2,000
Stanley R. Carpenter (Philosophy), Texas A & M University, College Station ..... 2,000
Ronald T. Farrar (Communications), Southern Methodist University, Dallas ..... 2,000
Lee Fontanella (Spanish), University of Texas, Austin ..... 2,000
Henry P. Lundsgaarde (Anthropology), University of Houston, Houston ..... 2,000
Otto W. Tetzlaff (German), Angelo State University, San Angelo ..... 2,000
E. Cleve Want (English), Texas A & M University, College Station ..... 2,000

*Junior College Teacher Fellowships*

Roland C. Hayes (History), Tarrant County Junior College, Fort Worth
Donald P. Krause (Comparative Literature), San Antonio College, San Antonio
Hans W. Kurkowski (German Culture), Tarrant Junior College, Fort Worth
Z. Delores Reed (Sociology), College of the Mainland, Texas City

*Senior Fellowships*

Joseph Cooper (Political Science), Rice University, Houston

Julius Rivera (Sociology), University of Houston, Houston

*Fellowships in Selected Fields*

University of Texas, Austin

Americo Paredes, Four Fellowships in Mexican-American Historical, Social and Cultural Studies ..... $48,000

The Four Individual Recipients Are:

Juan Gomez-Quinones, University of California, Los Angeles, Calif.

Gustavo Gonzales, University of California, Davis, Calif.

Jose R. Juarez, University of California, Davis, Calif.

Jaime S. Rivera, University of California, Riverside, Calif.

*Education Programs*

Austin College, Sherman

Frank C. Edwards, Humanities Curriculum Development Program ..... 442,000

Baylor University, Waco

Thomas L. Charlton, Oral History Curriculum Project ..... 46,299

Rice University, Houston

David C. MacDougall, Film Portrait Series ..... 27,550

*Research Programs*

University of Texas, Austin

W. P. Lehmann (Literature) ..... 14,966

University of Texas, Austin

Richard Graham (Political Science) ..... 14,905

*Public Program*

University of Texas, Austin

John A. Gronouski, State-Wide Bicentennial Program ..... 140,940

*Office of Planning*

Dallas Public Library, Dallas

Charity Herring, The Public Library as a Center for Independent Study ..... 25,000

Utah

*Younger Humanist Fellowships*

Tood A. Britsch (Philosophy), Brigham Young University, Provo

Frank R. Peterson (American History), Utah State University, Logan

*Summer Stipend*

Michael A. Rudick (English), University of Utah, Salt Lake City ..... 2,000

*Education Programs*

University of Utah, Salt Lake City

Robert S. Barton, Program in Electronic Music ..... 49,548

University of Utah, Salt Lake City

Alfred A. Cave, Humanities Curriculum Planning Project ..... 26,000

*Public Program*

Utah State University, Logan

T. Y. Booth, Humanities Program Between Utah State University and Rural Utah Communities ..... 74,999

*Office of Planning*

Utah State Historical Society, Salt Lake City

Glen M. Leonard, Humanities in Local Communities ..... 20,000

Vermont

*Younger Humanist Fellowship*

Samuel F. Orth, Jr. (Russian), Middlebury College, Middlebury

*Education Program*

University of Vermont, Burlington

Jon B. Fackler and Richard Sugarman, Interdisciplinary Humanities Program ..... $58, 665

*Youthgrants in the Humanities*

Dennis J. DeLoy, Burlington

Classics Program for High School Students ..... 3, 558

Virginia

*Younger Humanist Fellowships*

Leopold Damrosch, Jr. (English), University of Virginia, Charlottesville

Philip J. Fisher (English), University of Virginia, Charlottesville

Barbara W. Hargrove (Sociology), Hollins College, Hollins College

Thomas C. Howard (History), Virginia Polytechnic Institute, Blacksburg

David B. Morris (English), University of Virginia, Charlottesville

Thomas F. Sheppard (History), College of William and Mary, Williamsburg

*Summer Stipends*

Victorio G. Aguera (Spanish), George Mason College of the University of Virginia, Fairfax ..... 2, 000

Hoyt N. Duggan (English), University of Virginia, Charlottesville ..... 2, 000

James W. Ely, Jr. (American History), Virginia Commonwealth University, Richmond ..... 2, 000

John Heil (Philosophy), Randolph-Macon Woman's College, Lynchburg ..... 2, 000

Albert N. Keim (American History), Eastern Mennonite College, Harrisonburg ..... 2, 000

Walter Sablinsky (History), University of Virginia, Charlottesville ..... 2, 000

*Junior College Teacher Fellowship*

Martha K. Goodman (English), Central Virginia Community College, Lynchburg

*Senior Fellowships*

Robert W. Langbaum (English), University of Virginia, Charlottesville

Calvin Woodard (Jurisprudence), University of Virginia, Charlottesville

*Education Programs*

University of Virginia, Charlottesville

George H. Reese, Center for Textual and Editorial Studies in Humanistic Sources ..... 77, 850

Virginia State College, Petersburg

Altona T. Johns and Undine S. Moore, Institute on the Teaching of Afro-American Music ..... 17, 500

*Research Programs*

George C. Marshall Research Foundation, Lexington

Forrest C. Pogue (History) ..... 40, 000

Hollins College Corporation, Hollins

Laura Anne Laidlaw (Archaeology) ..... 1, 638

Institute of Early American History and Culture, Williamsburg

Stephen G. Kurtz (American History) ..... 11, 877

Institute of Early American History and Culture, Williamsburg

Philip L. Barbour (American History) ..... 28, 000

University of Virginia, Charlottesville

Marvin Leonard Colker (Classics) ..... 5, 693

University of Virginia, Charlottesville
Dumas Malone (American History) ..... 176
University of Virginia, Charlottesville
Donald Jackson (American History) ..... $50,000
University of Virginia, Charlottesville
Dumas Malone (American History) ..... 20,000

*Public Program*
Virginia Polytechnic Insitute and State University, Blacksburg
Film Program on the American Colonial Character ..... 15,000

Washington

*Younger Humanist Fellowship*
Diana I. Behler (German), University of Washington, Seattle

*Summer Stipends*
David M. Deal (History), Whitman College, Walla Walla ..... 2,000
Richard L. Hume (American History), Washington State University, Pullman

*Junior College Teacher Fellowships*
Mary E. Branham (English), Everett Community College, Everett
Jack W. Estes (Interdisciplinary), Peninsula College, Port Angeles
David A. McCourt (Interdisciplinary), Everett Community College, Everett
William B. Zimmerman (Humanities and Technology), Everett Community College, Everett

*Senior Fellowships*
Edith Kern (Comparative Literature/Linguistics), University of Washington, Seattle
John P. Sisk (American Literature), Gonzaga University, Spokane

*Education Programs*
Evergreen State College, Olympia
Charles Leske, Humanities Curriculum Planning Project ..... 21,000
Northwest Humanities Association, Wilson High School, Tacoma
Robert Lyon, Secondary School Humanities Program ..... 1,650

*Research Programs*
University of Washington, Seattle
Andrew R. Hilen (American Literature) ..... 14,478
University of Washington, Seattle
Frederick W. Mote (Chinese History) ..... 5,967
University of Washington, Seattle
Pierre A. MacKay (Arabic Literature) ..... 14,400
Washington State University, Pullman
A. Loran Olsen (Musicology) ..... 10,000

*Public Program*
Washington Commission for the Humanities, Olympia
David G. Barry, Program Design Grant for a State-Wide Public Program in the Humanities ..... 15,000

*Office of Planning*
Central Washington State College, Ellensburg
Clayton C. Denman, Community Museum Development Program ..... 26,788

West Virginia

*Summer Stipend*
Thomas S. Brown (Music), West Virginia University Creative Arts Center, Morgantown ..... 2,000

*Senior Fellowship*

Ethel Cornwell (Comparative Literature), Shepherd College, Shepherdstown

*Education Program*

West Virginia Wesleyan College, Buckhannon

Peter M. Bowers, Humanities Curriculum Planning Project ..... $25,000

*Youthgrants in the Humanities*

*Miner's Voice*, Charleston

Anne Lawrence, Oral History of the Miner's Union ..... 9,270

Wisconsin

*Younger Humanist Fellowships*

Donald W. Crawford (Philosophy), University of Wisconsin, Madison

Peter A. Fritzell (American Literature), Lawrence University, Appleton

James M. Kuist (English), University of Wisconsin, Milwaukee

Harold E. Scheub (Comparative Literature), University of Wisconsin, Madison

Camille A. Slights (English), Carroll College, Waukesha

Keith E. Yandell (Philosophy of Religion), University of Wisconsin, Madison

*Summer Stipends*

Steven M. Feierman (History), University of Wisconsin, Madison ..... 2,000

James W. Stephens (English), Marquette University, Milwaukee ..... 2,000

Campbell Tatham (American Literature), University of Wisconsin, Milwaukee ..... 2,000

Robert H. Zieger (American History), University of Wisconsin, Stevens Point ..... 2,000

*Senior Fellowship*

Paul K. Conkin (History), University of Wisconsin, Madison

*Education Programs*

St. Norbert's College, West De Pere

Zavier G. Colavechio, Humanities Curriculum Planning Project ..... 25,000

University of Wisconsin, Madison

Fannie J. LeMoine, Summer Institute on Roman Culture ..... 20,767

University of Wisconsin, Madison

Joseph W. Elder, Film Series on Contemporary Indian Civilization ..... 39,551

University of Wisconsin, Milwaukee

Robert Hoye, Use of Television for Dissemination of the Humanities ..... 29,152

University of Wisconsin, Milwaukee

Yehuda Yannay, Workshop in Contemporary Music for High School and College Educators ..... 26,028

*Research Programs*

State Historical Society of Wisconsin, Madison

James M. Smith and Gene Male (American History) ..... 21,101

University of Wisconsin, Madison

Peter H. Smith (History/Political Science) ..... 15,000

University of Wisconsin, Madison

John W. Dower (Japanese History) ..... 14,982

University of Wisconsin, Madison

Jurgen Herbst (Legal History) ..... 15,000

University of Wisconsin, Madison

F. G. Cassidy (Linguistics) ..... 127,041

University of Wisconsin, Madison

Jack C. Wells (Literature) ..... 19,868

*Public Programs*

University of Wisconsin, Madison

Robert E. Najem, Establishment of a Midwestern Center for the National Humanities Series ..... $257, 517

Wisconsin State Committee for Public Programs, Madison

James Morton Smith, Planning Grant for a State-Wide Public Program in the Humanities ..... 5, 000

Wisconsin Humanities Committee, Madison

James Morton Smith, Operational Grant for a State-Wide Public Program in the Humanities ..... 125, 000

*Office of Planning*

University of Wisconsin, Madison

Philip G. Altbach, Bibliography on Student and Higher Education in the United States ..... 18, 442

*Youthgrants in the Humanities*

Mount Senario College, Ladysmith

Paul Orehovec, Historical Study of Chippewa Indian Laws and Treaties ..... 6, 975

World Justice and Peace Office, Milwaukee

Kenneth C. Rolling, Informal Study Kits on Justice and Values ..... 3, 869

Wyoming

*Younger Humanist Fellowship*

Sami G. Hajjar (Political Science), University of Wyoming, Laramie

*Education Program*

University of Wyoming, Laramie

Robert Hemenway, Humanities Curriculum Planning Project ..... 20, 000

*Research Program*

University of Wyoming, Laramie

William T. Mulloy (Archaeology) ..... 12, 492

*Public Program*

Wyoming Committee for the Humanities, Laramie

Tom Francis, Operational Grant for a State-Wide Public Program in the Humanities ..... 105, 000

Puerto Rico

*Education Program*

University of Puerto Rico, Rio Piedras

Arturo Morales Carrion, New Educational Materials on the Abolition of Slavery in Puerto Rico ..... 18, 228

*Research Program*

University of Puerto Rico, Rio Piedras

Arturo Morales Carrion (History) ..... 36, 267

Virgin Islands

*Research Program*

Caribbean Research Institute, College of the Virgin Island, St. Thomas

Alan B. Albright (Archaeology) ..... 14, 916

Japan

*Research Program*

Unaffiliated, Yokohama

Dorothy Robins-Mowry (Japanese Studies) ..... $4, 780

(Mrs. Mowry is an American citizen residing temporarily in Japan.)

National Organizations

*Education Programs*

American Council of Learned Societies, New York, New York

Floyd R. Horowitz, Summer Training Institute ..... 50, 000

American Educational Theatre Association, Washington, D.C.

Keith M. Engar, University Resident Theatre Association Project ..... 88, 110

American Philosophical Association, Baltimore, Md.

Malkom G. Jackoway, Development of Philosophy as a Humanistic Discipline in Two-Year Colleges ..... 35, 000

American Studies Association, Washington, D.C.

Arthur P. Dudden, National American Studies Faculty ..... 43, 100

Institute for Services to Education, Washington, D.C.

Elias Blake, Jr., Fellowship Program for Curriculum Development ..... 100, 000

Institute of Society, Ethics and the Life Sciences, Hastings-on-Hudson, N.Y.

Daniel Callahan, Development of the Institute ..... 70, 000

National Committee on United States-China Relations, New York, N.Y.

Douglas P. Murray, University Field Staffs and Education Resources Project ..... 45, 500

National Council of Associations for International Studies, Albany, N.Y.

Ward Morehouse, Study of Undergraduate Education in Asian Philosophies and Religions ..... 47, 367

Phi Beta Kappa, Washington, D.C.

Arleigh D. Richardson, National Humanities Faculty ..... 338, 127

*Research Programs*

American Academy in Rome, New York, N.Y.

Frank E. Brown (Archaeology) ..... 22, 334

American Antiquarian Society, Worcester, Mass.

Marcus A. McCorison (Manuscript Cataloguing) ..... 51, 840

American Council of Learned Societies, New York, N.Y.

Thomas A. Noble (Musicology) ..... 158, 983

American Council of Learned Societies, New York, N.Y.

Thomas A. Noble (Interdisciplinary) ..... 100, 000

American Council of Learned Societies, New York, N.Y.

Gordon Turner (Interdisciplinary) ..... 100, 000

Asia Society, New York, N.Y.

Bonnie R. Crown (Literature) ..... 45, 204

Association for Asian Studies, Inc., Ann Arbor, Mich.

L. Carrington Goodrich (Chinese History) ..... 9, 000

Association for Asian Studies, Inc., Ann Arbor, Mich.

L. Carrington Goodrich (Chinese History) ..... 50, 476

College Art Association of America, New York, N.Y.

Michael Rinehart (Art History) ..... 40, 000

International Research and Exchanges Board of the American Council of Learned Societies and the Social Science Research Council, New York, N.Y.
Allen Kassof (Interdisciplinary) ..... $500,000

Library of Congress, Washington, D.C.
William J. Welsh (Interdisciplinary) ..... 400,000

MacDowell Colony, Inc., New York, N.Y.
Conrad S. Spohnholz (Humanities Fellowships) ..... 52,365

Modern Language Association of America, New York, N.Y.
Walter Scott Achtert (Language) ..... 20,000

Modern Language Association of America, New York, N.Y.
Matthew Bruccoli (Literature) ..... 326,199

Modern Language Association of America, New York, N.Y.
Matthew Bruccoli (Literature) ..... 263,427

St. Thomas Aquinas Foundation, New York, N.Y.
James P. Reilly, Jr. (Literature) ..... 33,720

Social Science Research Council, Washington, D.C. /New York
Bryce Wood (Chinese Studies) ..... 18,000

Social Science Research Council, New York, N.Y.
Richard D. Lambert (Interdisciplinary) ..... 5,000

Victorian Society in America, New York, N.Y.
Henry-Russell Hitchcock (Architecture) ..... 39,957

*Public Programs*

American Association for State and Local History, Nashville, Tenn.
William T. Alderson, Regional Seminars for Historical Society and Historical Museum Training ..... 42,450

American Association for State and Local History, Nashville, Tenn.
John R. Kerwood, Regional Conferences for Promotion of the Humanities Through Historical Organizations ..... 39,900

Educational Broadcasting Corporation, National Educational Television, New York, N.Y.
Virginia Kassel, Research and Development of a Series of Films on America's Adams Family ..... 30,375

Frederick Douglass Institute, Museum of African Art, Washington, D.C.
Warren M. Robbins, Five-Year Development Program ..... 225,000

National American Studies Faculty, Philadelphia, Pa.
John A. Hague, American History and Culture Program for Community Museums ..... 151,000

National Educational Television, New York, N.Y.
Biography II Series ..... 300,000

National Educational Television, New York, N.Y.
Research and Development Phase of a Film Series Project on America from 1900 to 1940 ..... 58,150

National Gallery of Art, Washington, D.C.
Distribution of the Film Series "Pioneers of Modern Painting" ..... 50,000

National Trust for Historic Preservation, Washington, D.C.
Glenn E. Thompson, 1972 Seminar for Historical Administrators ..... 8,800

National Trust for Historic Preservation, Washington, D.C.
Glenn E. Thompson, Rome Centre Regional Conference ..... 10,000

National Trust for Historic Preservation, Washington, D.C.
Glenn E. Thompson, Rome Centre Traveling Summer School for Restorationists ... $5,000
Woodrow Wilson National Fellowship Foundation, Princeton, N.J.
Joseph Schork, National Humanities Series—Wilson Center ... 550,750

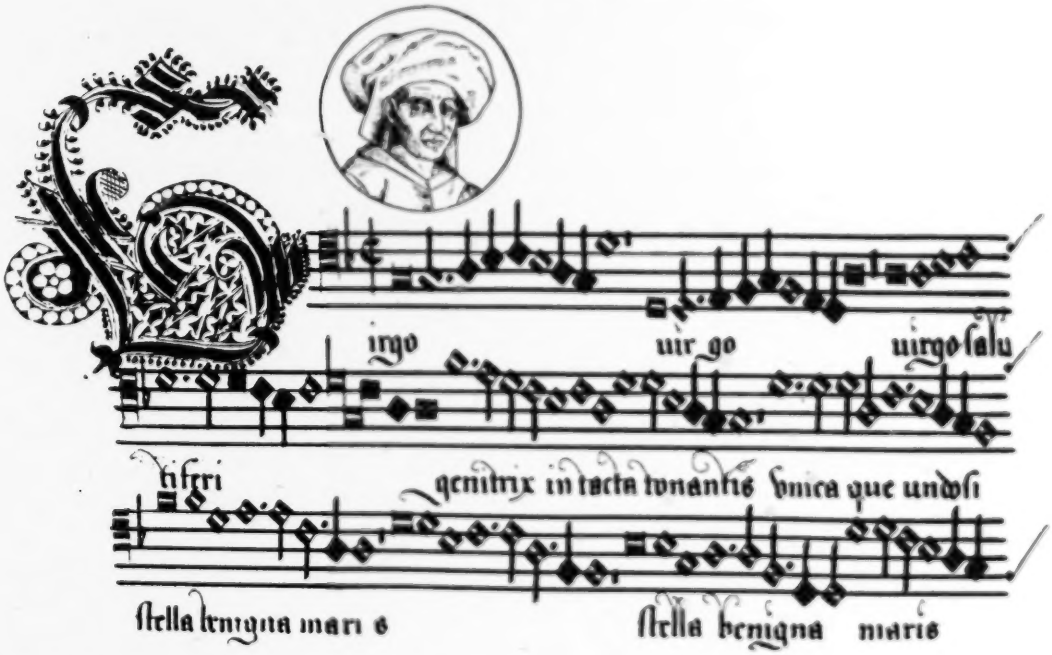
*Office of Planning*

American Association of State Colleges and Universities, Washington, D.C.
Winnie Bengelsdorf, Selected Bibliography of Higher Education Ethnic Studies Research ... 9,935
National Academy of Sciences, Washington, D.C.
William C. Kelly, Board of Human Resources ... 25,000
National Science Foundation, Washington, D.C.
Transfer of Funds to NSF ... 10,000
National Science Foundation, Washington, D.C.
Transfer of Funds to NSF in support of the National Research Council's Survey of Earned Doctorates in Fiscal Year 1973 ... 20,000
Phi Beta Kappa, Washington, D.C.
H. Bentley Glass, Study of the Future Role of Phi Beta Kappa in Promoting the Liberal Arts in Higher Education ... 10,000

Regional Organization

*Education Program*

Tri-College University, Moorhead, Minn.
Albert Anderson, Development Program for a Humanities Forum ... 400,000




The works of Renaissance composer Josquin des Prez (1440–1521) were presented in a widely-acclaimed concert at Lincoln Center, New York, as the culminating effort of an international interpretive workshop involving musicologists, scholars and musicians financed by a research grant from NEH (See page 45).



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